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ABSTRACT

Developed for the Duval County Public Schools (Jacksonville, Florida), this curriculum guide for physical education is for use in grades four, five, and six. A list of growth and development characteristics and their implications for physical education is followed by (1) a list of essential skills for each grade in the areas of physical conditioning, motor, rhythms, and self-testing; (2) a section on program planning; (3) a suggested yearly program; (4) sample nine-week lesson plans; (5) recommended equipment and supply list; and (6) a scope and sequence chart. The greater part of the guide is devoted to sections on physical conditioning; team games; modified individual and dual games; gymnastics; rhythms; additional activities; and aquatics. Each of these sections includes concepts, subconcepts, objectives, and suggested activities. The guide ends with instructions for making some items of equipment, lists of films, film loops, and filmstrips for classroom use, a glossary, an index and a 43-item bibliography. (CMG)

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PHYSICAL EDUCATION curriculum guide

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grades 4-6

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DUVAL COUNTY PUBLIC SCHOOLS

JACKSONVILLE, FLORIDA

FOURTH, FIFTH, SIXTH GRADE

PHYSICAL EDUCATION CURRICULUM GUIDE

1978-79

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INTRODUCTION

The aim of physical education in the elementary grades is to develop active minds and bodies by promoting physical activities, skills, attitudes and knowledge that will enable the child to adjust to society now and in the future. An attempt should be made to help the child to realize that all phases of human development, (physical, mental, social and emotional), act and interact to produce total fitness, and to create a desire for the recognition and need for this fitness.

As the study of academics stimulates, develops and prepares the mind for a lifetime of challenges, so do the various experiences in physical education prepare the body to give continuous service throughout the years. If the body machine is not functioning efficiently, the physical, mental, social and emotional processes will also be impaired.

Because of the direct interrelationship of mental upon physical, a school district has the responsibility of assuring each student the opportunity for involvement in activities that will enable him/her to meet his/her needs in these areas.

The achievement of these goals is too important to each child to be left to chance. An organized physical education program in the schools insures the regular practices necessary in the building of a strong foundation.

It is recognized that the preparation of the classroom teacher in the specified field of physical education may be limited to a course or two, at most. However, classroom teachers are usually well informed in the science areas. They have a good background in child growth and development, and have had foundation courses in psychology and sociology. Experiences in these background courses are certainly applicable to the teaching of physical education, and will be invaluable in interpreting the materials in this guide.

INTRODUCTION CONT'D

It cannot be emphasized too strongly that physical education is an activity program based on human movement, for herein lies its strength as a school subject and a teaching tool. The tremendous importance of physical activity in early childhood as a source of knowledge of the world around us cannot be disputed.

The baby learns such things as moving in his/her crib, reaching for objects, pulling up, rolling over, kicking, crawling, walking, running and climbing (through exploration and experimentation). As the child matures, it becomes increasingly important that learning experiences be provided to aid the child in the development of basic motor skills appropriate to his/her age level and commensurate to his/her needs and interests.

It is the responsibility of each teacher, school administrator, and school district to provide the necessary experiences and resources to allow for the mental, physical, social, and emotional development of each child.

Given this opportunity of obtaining a basic educational foundation, children should, in the future, become more productive learners.

RELEVANCY

This Curriculum Guide is directly relevant to the basic physical education skill needs of students. It is also very relevant to the needs of teachers in terms of the scope and sequence that should be stressed.

Each section of the guide contains objectives and skills. Suggested activities have been specified for accomplishing these skills and objectives. Teachers should introduce units of study based on a yearly program calendar in an effort to keep the program balanced and comprehensive. A suggested yearly program plan has been included on one of the following pages of the guide.

Essential skills for each grade (four, five and six) have been designed so teachers can assess overall student accomplishment. Essential skills, however, should not become the thrust of the instructional program, but only an integral part. It is recommended that teachers develop an essential skills checklist and evaluate student achievement as the year progresses and as various units of study are introduced.

Efficient planning is the key to quality instruction and a viable program. Teachers are encouraged to refer to the planning information included in this guide.

GROWTH AND DEVELOPMENT CHARACTERISTICS

Middle Childhood
Ages 9-11
Approximate Grades 4,5,6

Physical

Growth and Developmental Characteristics	Implications for Physical Education
Steady growth	Use small and large balls.
Rapid increase of small muscle development	Take time to teach skills.
Differences in bone development are very apparent.	Use longer periods for skill practice.
Girls mature faster than boys.	Offer a greater variety of activity.
Postural slump	Increase the challenge of gymnastic skills
Awkward,restless	Emphasize good posture.
Secondary sex characteristics begin to develop, especially in girls.	Answer questions on physical changes.
Heart and lungs better able to handle activity demands	Use whole body in exercise
Good eye-hand coordination	Prevent over-exertion.
Improved endurance	
Rapid recuperation after illness	

GROWTH AND DEVELOPMENTAL CHARACTERISTICS CONT'D

Mental

Longer attention span

Intellectually curious

Adventurous - high accident rate

More complex rules for highly organized games

The history of activities may be used for integration: customs, costumes, and origins may be of interest.

Learn safety precautions

Social and Emotional

Awakening of self-consciousness

Boys and girls group themselves according to gender

Peers (children of same age) are important

Want independence

Strong sense of rivalry

Displays loyality

Developing ability to make decisions

Strong sense of right and wrong

Argumentative regarding fairness

Becoming aware of correct standards of social behavior

Need opportunity to play with own gender as well as mixed groups

Use group in making plans and deciding conduct issues

Team activities important--use student leaders

Teach that rules and regulations are basic to good team play and sportsmanship.

Encourage tolerance of skills of others and analysis of own abilities.

Highly interested in self-testing activities

Opportunities for social development in dance activities

RECOMMENDED ADMINISTRATIVE PROGRAM GUIDELINES

1. When entering a school for the first time, the instructor should meet the principal and attend a faculty meeting making preliminary remarks about the program and answer questions. An attempt should be made to establish certain guidelines and procedures to be followed throughout the year, namely: (1) class organization (2) physically limited children (3) excuses.

2. Principals should make an effort to incorporate the physical education instructor into the regular functioning of the school program. The physical education instructor should be considered a member of the faculty.

3. Principals should request that classroom teachers report,in writing,children having physical limitations. This information should be given to the physical education instructor at the beginning of the year. (Cardio-vascular, respiratory or neurological problems.) A doctor's recommendation to excuse a student from participating in the physical education program must always be considered valid. A student who is to be permanently excused should bring a doctor's excuse each year.

4. Students should not be excused from physical education without a note from their parents. A record should be kept by the classroom teacher of students that are frequently excused and the child's parents counseled. Those students having physical limitations should present a statement from their doctor setting forth those activities that might safely be engaged in. Communication between classroom teacher and the resource teacher on such students would be in order.

5. The physical education class should be considered as an instructional period and treated as any other subject in the curriculum. Using physical education as punishment by depriving a class or individual from participating is not a sound educational practice.

6. In order to attain the carry-over necessary, the classroom teacher must be present when the resource teacher is instructing their class. This instruction is a type of in-service training for the classroom teacher and serves to reinforce the school's program.

7. The principal and physical education instructor will determine if classes should be held inside because of inclement weather. All children should have physical education outside everyday, when possible.

8. Classroom teachers, for reasons of safety, are responsible for taking the children to and from the physical education class.

9. For safety considerations all students should be advised to wear clothing appropriate for participation in physical education. Most students in elementary school do not dress for physical education due to lack of facilities. It is the accepted practice to:

    - allow elementary students to change into sneakers in the classroom, for physical education classes. Sandals, clogs and shoes with elevated heels are not safe for physical activity.
    - not allow students to remove shoes on the playground.
    - allow girls to bring shorts or slacks. Long dresses present a safety hazard.

    The physical education instructor should encourage good health habits and personal hygiene.

10. Boys and girls should not be separated by sex in their physical education activities except in those activities considered to be "contact sports". Contact sports are: football, basketball, and wrestling.

11. All staff members should be flexible enough that adjustments can be made in the program when necessary.

12. State law forbids corporal punishment by the instructor, therefore, if it becomes necessary this should be left to the principal. Physical education instructors would be well advised to refrain from placing their hands on any student.

13. It should be impressed on each student that all accidents occurring on the playground should be reported to the physical education instructor at the time they occur. An accident report should be completed the same day and kept on file in the school.

14. Resource teachers should implement, upon request, meaningful in-service workshops in each of their schools throughout the year. Notification of the completion of such workshops should be sent to the district physical education office.

15. The physical education instructor should, at the beginning and at the end of the school year, inventory all equipment and recommend additional purchases if necessary. It has also been found extremely advantageous to have a central location for some equipment. This should be discussed and arranged with approval of the principal.

16. In grades 4, 5, and 6, a uniform physical fitness test will be administered on a county-wide basis. Ample notification will be given prior to the beginning of testing.

17. Each instructor should at some point in the school year provide, (with the principal's approval), a "Field Day" program designed to meet the needs of each grade level. This activity should arise out of the regular physical education program.

ESSENTIAL SKILLS

The following list of essential skills has been developed for fourth, fifth and sixth grades. Teachers should, in the preparation of their long and short range lesson plans, schedule activities included in the curriculum guide that will enable students to accomplish objectives designed to meet their developmental needs. It is anticipated that throughout the school year students will be assessed as to their performance.

The essential skills have been sub-divided into four areas and it is the intent that each student accomplish a minimum of six out of ten in each category. Please be reminded that all students should be exposed to as many skills as possible throughout the year, and the essential skills represent only minimal acceptable accomplishment.

A simple checklist may prove helpful in recording completion of skills. An example of this format may be found in the K-3 guides.

ESSENTIAL SKILLS - GRADE IV

PHYSICAL CONDITIONING (refer to curriculum guide)

1. Execute a standing long jump: Girls-4'6"
   Boys-4'8"
2. Execute push-ups: Girls-2
   Boys-3
3. Execute a flex-arm hang for 6 seconds. (Girls)
   Execute 1 pull-up. (Boys)
4. Execute a 600 yard run/walk: Girls-3.2 minutes
   Boys-2.4 minutes
5. Execute a 50 yard dash: Girls-8.9 seconds
   Boys-8.6 seconds
6. Execute bent-knee sit-ups with a 60 second time limit: Girls-24
   Boys-29
7. Execute 5 jumping jacks.
8. Execute the shuttle run: Girls-12 seconds
   Boys-11.5 seconds
9. Execute the sit and reach.
10. Execute 5 squat thrusts.

MOTOR (refer to curriculum guide)

1. Dribble a basketball 10 yards around an obstacle and back.

2. From 6' away, successfully make a basket 1 out of 4 times, using a two-handed basketball shot.

3. With a partner 20' away, throw and catch a junior-sized football 3 out of 6 times.

4. While walking, dribble (short successive kicks) with the feet a soccer ball 8 yards around an object and back.

5. Using the foot, trap a rolling soccer ball 3 out of 6 times.

6. With a partner 20 feet away, throw overhand and catch a softball 3 out of 6 times.

7. From a distance of 20 feet, bat a softball, pitched underhand by an instructor, 2 out of 4 times.

8. Execute the volleyball set-up to self, 3 consecutive times.

9. Standing 15' from a 6' net and using an underhand serve, serve a volleyball across the net, 1 out of 3 times.

10. Using the proper bowling approach and delivery, roll a ball and contact the target area.

RHYTHMS (refer to curriculum guide)

Demonstrate the following rhythmical proficiences:

1. square for 4 couples and identify head couple (Red River Valley)

2. honor and swing partner (Oh Susanna)

3. do-si-do (Virginia Reel)

4. reel the set (Virginia Reel)

5. bleking step (Mexican Hat Dance)

6. skipping to a 4/4 beat (Seven Jumps)

7. mirroring the rhythmic movements of a partner (Mirroring)

8. group movement of an object rhythmically through space (Parachute)

9. sequencing and body identification (Hokey Pokey)

10. a conga line (Bunny Hop)

SELF-TESTING (refer to curriculum guide)

Execute the following movement patterns:

1. the egg roll for 6 feet (Individual stunt)

2. one Chinese Get-Up with a partner of approximately the same size and weight (Partner Stunt)

3. three continuous forward rolls (Tumbling)

4. one tripod headstand held for 5 seconds with a spotter (Inverted Balance)

5. one side balance on the balance beam with a spotter (Apparatus)

6. "Skin the Cat" one time on the horizontal bar with a spotter (Apparatus)

7. jump "Hot Pepper" for 15 seconds without missing (Jumping Rope)

8. proper lifting and carrying techniques (Posture)

9. the proper relay procedure by performing the shuttle relay (Relays)

10. Role play safety rules involved in aquatic recreation. Students will identify 70 per cent of the rules on a written test. (Aquatics)

ESSENTIAL SKILLS - GRADE V

PHYSICAL CONDITIONING (refer to curriculum guide)

1. Execute a standing long jump: Girls - 4'8"
   Boys - 4'10"

2. Execute push-ups: Girls - 3
   Boys - 4

3. Execute a 7 second flex-arm hang. (Girls)
   Execute 2 pull-ups. (Boys)

4. Execute a 600-yard run/walk: Girls - 2.57 minutes
   Boys - 2.34 minutes

5. Execute a 50 yard dash: Girls-8.5 seconds
   Boys- 8.3 seconds

6. Execute bent-knee sit-ups (60 second time limit) Girls - 26
   Boys - 31

7. Execute 7 jumping jacks.

8. Execute the shuttle run: Girls-11.7 seconds
   Boys-11.1 seconds

9. Execute the palm touch 5 times.

10. Execute 6 squat thrusts.

MOTOR (refer to curriculum guide)

1. Dribble a basketball to an obstacle 30 feet away, using one hand

and returning with the other.

2. Standing 6' away from a regulation basketball goal, shoot and make 2 out of 5 baskets using a one or two-hand shot.

3. Properly execute the two-hand chest pass and the two-hand bounce pass to a partner standing 15 feet away. (Basketball)

4. Punt a soccer or football in the air a distance of 10 yards, one out of three times.

5. Accurately pass and catch a junior-sized football with a partner standing 20' away, so that neither has to move more than one step in one out of three times.

6. While standing 10' from a partner, successfully trap and pass a soccer ball ball 3 out of 6 times.

7. Bat a softball pitched underhand from 25' away into fair territory 4 out of 7 times.

8. Catch a thrown or pop fly 3 out of 5 times. (Softball)

9. Standing 20' from a 6'6" net and using an underhand serve, serve a volleyball across the net 2 out of 4 times.

10. Volley a volleyball to a partner 3 times in succession.

RHYTHMS (refer to curriculum guide)

Demonstrate the following rhythmical proficiencies:

1. sequencing rhythmical patterns (Lummi Sticks)
2. visual and auditory discrimination (Hand Rhythms With Cards)
3. locomotor skills and directionality to a 4/4 beat (Alka Seltzer)
4. a circle dance (Teton Mountain Stomp)

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5. changing partners in a circle dance (Jiffy Mixer)
6. eye-foot/eye-hand coordination to a 4/4 beat (Tinikling)
7. differentiate between clockwise and counterclockwise (Klappdans)
8. grapevine step (Hora)
9. promenade (Duck for the Oyster)
10. grand right and left (Duck for the Oyster)

SELF-TESTING (refer to curriculum guide)

Execute the following movement patterns:

1. one knee dip (Individual Stunt)
2. one complete cartwheel with a spotter (Tumbling)
3. one handstand held for three seconds with a spotter (Inverted Balance)
4. the proper form for swing and dismount from the horizontal bar with spotters (Apparatus)
5. Hand walk the length of the parallel bars with spotters. (Apparatus)
6. Travel the length of the horizontal ladder using alternate rungs with spotters. (Apparatus)
7. Jump rope three consecutive times using the cross arms method. (Jump Rope)
8. Jump an individual rope while simultaneously jumping a long rope, ten times consecutively. (Jump Rope)
9. proper pushing and pulling procedure (Posture)
10. three non-swimming rescues (Aquatics)

ESSENTIAL SKILLS - GRADE VI

PHYSICAL CONDITIONING (refer to curriculum guide)

1. Execute standing long jump: Girls-4'10"
   Boys-5'3"
2. Execute push-ups: Girls - 4
   Boys - 5
3. Execute 8 second flex-arm hang. (Girls)
   Execute 3 pull-ups. (Boys)
4. Execute a 600 yard run/walk. Girls - 2.54 minutes
   Boys - 2.24 minutes
5. Execute a 50 yard dash: Girls - 8.3 seconds
   Boys - 8.0 seconds
6. Execute bent-knee sit-ups: Girls - 27
   Boys - 33
7. Execute 10 jumping jacks.
8. Execute a shuttle run: Girls - 11.5 seconds
   Boys - 11.0 seconds
9. Execute a 3 second V-sit.
10. Execute 7 squat thrusts.

MOTOR (refer to curriculum guide)

1. Shoot and make 1 out of 3 baskets using a properly executed lay-up shot. (Basketball)

4. Travel the length of the parallel bars, with spotters. (Apparatus)
5. In the flexed-arm position, hang with both hands on the side rails of the horizontal ladder, with spotters. (Apparatus)
6. one complete transition "Through the Stick" (Wand Activities)
7. Jump an individual rope with a partner, five consecutive times. (Jump Rope)
8. Jump Double Dutch. (Jump Rope)
9. Identify correct lateral and dorsal alignment. (Posture)
10. proper procedure for administering artificial respiration (Aquatics)

RHYTHMS (refer to curriculum guide)

Demonstrate the following rhythmical proficiencies:

1. moving an object through space to 4/4 beat (Streamers)
2. a line dance (Alley Cat)
3. a contemporary dance without a partner (Hustle)
4. double circle dance (Patty Cake Polka)
5. the Alamo formation (Five Foot Two)
6. a dance in groups of three (Troika)
7. eye-hand/eye-foot coordination to 3/4 beat (Tinikling)
8. star formation (Greensleeves)
9. turning the sleeves (Greensleeves)
10. allemande left (Oh Johnny)

2. Demonstrate a 360 degree pivot. (Basketball)

3. At a distance of 25 feet, pass a junior-sized football to a partner moving parallel to the passer at a slow jog, so s/he may catch the ball without changing his/her speed or direction.

4. When given three tries, kick a stationary soccer ball through a 10 foot wide target, from a distance of 30 feet.

5. Properly "head" a soccer ball, tossed by an instructor, from a distance of 10 feet, so the instructor may catch the ball, before it bounces, without moving more than one step.

6. Starting on home plate, run, touch all bases and return to home within 13 seconds. Bases should be 45 feet apart. (Softball)

7. Properly field 3 out of 6 ground balls thrown by the instructor, from a distance of 40 feet. (Softball)

8. While standing 5' in front of a base, throw a softball overhand to a partner standing on the next base, so that s/he may catch the ball while maintaining contact with his/her base.

9. Standing 30' from a 6'6" net and using either an underhand or overhand serve, serve a volleyball across the net 2 out of 4 times.

10. Execute successfully the "S" and square rotation in volleyball.

SELF-TESTING (refer to curriculum guide)

Execute the following patterns:

1. one round-off (Tumbling)

2. walk on hands, with a spotter, for 3 steps (Tumbling)

3. stride stand pyramid held for 5 seconds with spotter (Pyramids)

PROGRAM PLANNING

Suggested Criteria for Planning

The teacher is the key to proper planning and a quality physical education program. The program should be planned with objectives in mind, the skill or skills to be taught, and the activities to be used to realize the objectives. Planning which provides for sequence of progression from lesson to lesson and from unit to unit will result in an effective physical education program for boys and girls.

The teacher must know the activity and skill(s) s/he plans to teach. This means the teacher should know the rules, regulations, precautions and the general fundamentals. The ability to demonstrate the skills, or at least know how they should be done, is most important. Students who understand the fundamentals and who can execute the skill may be used as demonstrators. Care should be taken to avoid using the same student to do all the demonstrating.

Classroom teachers will have the periodic assistance of Elementary Physical Education Resource Teachers to aid them in their physical education responsibilities. Resource teachers will submit, at short intervals, suggested lesson plans containing lesson objectives, skills and suggested activities for accomplishing the objectives. When resource teachers visit a school, and are scheduled to work with teachers and then students, classroom teachers must be present if effective carry-over of planning, teaching and learning is to transpire.

Planning Criteria Checklist:

* Every child should participate.

* Necessary modifications are sometimes practical and desirable.

* There should be challenge without force.

* Everyone should experience success.

* There should be sufficient space, equipment, and enough skill for safe performance of activities.

Long-Range Planning

Long-range planning is vital for progressive sequencing of activities by grade levels throughout the year. Such long-range planning requires the cooperative efforts of all teachers. Elementary Physical Education Resource Teachers are available to consult with the school's faculty and assist in the decisions for curriculum content.

The following Sample Yearly Plan is offered as a guide for program organization. The curriculum must be flexible and adaptable to changes that might be necessary due to conflicts within the overall school program, such as, facility limitations, and other unforseen constraints.

Physical Education Resource Teachers will be instructed to follow this basic curriculum outline as they service the various schools. This program is designed to allow for needed latitude and flexibility. It is felt that the best interest of students and schools can be served by adherence to this program. Also, it will provide for the necessary program standardization needed throughout the school district and hopefully result in increased viability of each school's program.

Short-Range Planning

Short-range (daily-weekly) plans are necessary for effective implementation of the yearly program. These plans need to be more detailed and directed toward satisfying predetermined objectives. The thrust of the program can be greatly influenced by planning for each grade level for a specified number of weeks. Daily lessons can be designed by breaking down weekly units. All plans should be reflected comprehensively in the yearly program.

The Yearly Program and the Nine Week Lesson Plan follows:

SUGGESTED YEARLY PROGRAM - GRADES 4, 5, & 6

Month	Intermediate Grades 4, 5, & 6
Aug.-Sept.	Class organization - Physical Conditioning Team Games - volleyball with lead-up games
October	Team Games - football with lead-up games Individual and Dual Sports (bowling, etc.)
November	Team Games - soccer Additional Activities (mass ball games)
Dec.-Jan.	Team Games - basketball Rhythms (novelty, dances without partners, folk)
February	Rhythms (mixers, American folk) Additional Activities (floor games, wands, hoops, tires)
March	Physical fitness lead-up activities and testing Team Games (track and field)
April	Gymnastics Additional Activities (rope jumping)
May	Team Games (softball and lead-up games) Swimming Additional Activities (parachute, cage ball)

Sample Nine Week Lesson Plans - 5th Grade

August
1st Week

1. Orientation:
    a) proper dress
    b) illness and excuses
    c) class organization

2. Warm-ups (3 minutes per day) See K-3 guides for exercises

3. Physical conditioning activities
    a) exercises
    b) review and practice physical fitness test items
    c) relays for speed and endurance 1.6, 1.7
    d) arm strength 1.5

September
2nd Week

1. Warm-ups (3 minutes per day)

2. Activities
    a) agility 1.2
    b) leg strength 1.4
    c) flexibility 1.3
    d) abdominal strength 1.1

September
3rd Week

1. Warm-up (3 minutes per day)

2. Basic volleyball rules 2.38

3. Basic skills
    a) serving (underhand) 2.34
    b) chest pass 2.35

Sample Nine Weeks continued

- c) bump 2.35
- d) "S" rotation 2.36
- e) "Newcomb" 2.38

September
4th Week

1. Warm-ups (3 minutes per day)

2. Review and practice skills from first week

3. Introduce
   - a) set-up 2.35
   - b) dig 2.35
   - c) modified volleyball 2.38

September
5th Week

1. Warm-ups (3 minutes per week)

2. Review and practice skills from first two weeks

3. Introduce
   - a) serve (overhand) 2.34
   - b) spike 2.35
   - c) square rotation 2.36
   - d) position play 2.37

October
6th Week

1. Warm-ups (3 minutes per day)

2. Basic football rules 2.12

3. Introduce
   - a) pass (forward) 2.8
   - b) catch passed ball 2.10

Sample Nine Weeks continued.

    c) centering 2.8
    d) punting 2.9
    e) "passing to receivers" 2.12

October
7th Week

1. Warm-ups (3 minutes per day)
2. Review and practice skills
3. Introduce
    a) pass (lateral) 2.8
    b) place kick 2.9
    c) catching kicked ball 2.10
    d) positions 2.11

October
8th Week

1. Warm-ups (3 minutes per day)
2. Review and practice previous skills
3. Modified games, tag or flag football 2.12

October
9th Week

1. Warm-ups (3 minutes per dav)
2. Scoring and rules 3.6
3. Skills
    a) stance 3.6
    b) grip 3.7

Sample Nine Weeks continued.

October 9th Week	c)	approach	3.8
	d)	delivery	3.9
	e)	game	

RECOMMENDED EQUIPMENT AND SUPPLY LIST

The following list of physical education equipment and supply items are recommended for elementary schools, grades K-6. It is recommended that a central storage area for all equipment and supplies be established in each school in an effort to increase the use efficiency of these supplies. This will make it possible to improve on the variety of equipment, and provide an opportunity for each child in a class to have access to the tools for learning. (Example: one ball per child in a class.)

This recommended equipment and supply list specifies the quantity of supplies needed to successfully implement a viable instructional physical education program. All supplies are delineated on a per school basis, and have been recommended on a year to year priority purchase system. It is understood that a school cannot purchase all the supplies in one year, but given a "pay as you go" plan most needs can be met over a period of time.

RECOMMENDED EQUIPMENT AND SUPPLY LIST

ITEM	GRADES	QUANTITY (PER SCHOOL)	YEAR PRIORITY FOR PURCHASING
10" Playground Balls	K-3	18	1
8 1/2" Playground Balls	K-5	18	1
Volleyballs	3-6	8	1
Basketballs (Jr. size)	3-6	8	1
Footballs (Jr. Size)	3-6	8	1
Softballs - 12" (Extra soft)	4-6	10	1
Fleece Balls	K-2	36	2
Nerf or Sponge Balls	K-5	36	1
Soccer Balls	K-6	6	2
Whiffle Balls (10")	K-5	18	1
Cage Ball (36")	K-6	1	3
Ball Bags	K-6	6	1
Jump Ropes (Individual) 6'	K-2	36	1
Jump Ropes (Individual) 8'	3-6	36	1
Jump Ropes (Long) 20' - 24'	K-6	6	1
Bean Bags	K-2	36	1
Groovee Loops (Hoops) with Wands	K-6	36	1
Balance Beam 8' (Indoor, Wood)	K-6	4	2
Tumbling Mats (4' x 6') w/velcro	K-6	10	2
Tether Balls	3-6	2	4
Ball Inflator (Electric)	K-6	1	1
Measuring Tape(Fiberglass 100')	K-6	1	1
Stopwatches	K-6	2	1
Boundary Markers 12"	K-6	24	2
Parachute	K-6	1	4
Whistle and Lanyard	K-6	1	1
Inflator Needles	K-6	10	1
Volleyball Nets	4-6	3	1
Bowling Pins	K-6	20	3
Bowling Balls (Plastic)	K-6	2	3
Bases (Rubber)	4-6	2 sets	1

RECOMMENDED EQUIPMENT AND SUPPLY LIST CONT'D.

ITEM	GRADES	QUANTITY (PER SCHOOL)	YEAR PRIORITY FOR PURCHASING
Home Plates	4-6	2	1
Softball Bats (28", 29")	4-6	6	1
Softball Masks	4-6	2	1
Softball Catchers Mitts	4-6	2	1
Deck Tennis Rings	K-6	18	3
Whiffle Ball and Bat Sets	K-3	2	1
Tug-o-War Rope (50')	K-6	1	4
Lummi Sticks	K-6	70	2
Tinikling Poles	3-6	10 sets (20 poles)	3
100 Foot Outside Extension Cord	K-6	1	1
Tambourine or Drum & Beater	3-6	1	1
Tennis Balls	4-6	36	5
First Aid Kit (Johnson & Johnson)	K-6	1	1
Ice Packs (Johnson & Johnson)	K-6	6	1
Balance Boards	K-6	2	3
Batons	4-6	12	4
Pinnies	4-6	24	4
Records (See Curriculum Guide)	K-6		1
Flag Football Belt Sets (1 belt, 2 flags per set)	4-6	24	4
Record Player	K-6	1	1
Badminton Racquets	4-6	12	4
Shuttlecocks	4-6	12	4
Golf Putters	4-6	8	4
Golf - 9 Irons	4-6	8	4
Golf Balls (Whiffle)	4-6	3 doz.	4
Table Tennis Tables	4-6	2	4
Table Tennis Paddles	4-6	12	4
Table Tennis Nets	4-6	4	4
Table Tennis Balls	4-6	18	4
Tennis Racquets (Jr.)	4-6	8	4

RECOMMENDED EQUIPMENT AND SUPPLY LIST CONT'D

ITEM	GRADES	QUANTITY (PER SCHOOL)	YEARLY PRIORITY FOR PURCHASING
EQUIPMENT			
Game Standards	K-6	4	1
Field Marker (Liner)	K-6	1	2
Chinning Bars (Pull-up) 3 stage	K-6	1	1
Parallel Bars	K-6	1	3
Horizontal Ladder	K-6	1	3
High Jump Standards	4-6	2	4
High Jump Crossbar	4-6	1	4

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
1.0 PHYSICAL CONDITIONING			
1.1 Abdominal Strength			
Sit-ups	X	X	X
Leg Raises	X	X	X
V-Sit	X	X	X
Knee Raise	X	X	X
1.2 Agility			
Shuttle Run	X	X	X
Potato Relay	X	X	X
Squat Thrust	X	X	X
Side Straddle Hop	X	X	X
Wave Drill	X	X	X
1.3 Flexibility			
Knee Hug	X	X	X
Sit and Reach	X	X	X
Palm Touch	X	X	X
Circle Stride Ball	X	X	X
Bridge Up	X	X	X
1.4 Leg Strength			
Kangaroo Hop Relay	X	X	X
Crab Soccer	X	X	X
Standing Long Jump	X	X	X
Sack Relay	X	X	X
Squat Jump	X	X	X
Jump and Reach	X	X	X

SKILLS	ELEMENTARY GRADES		
	4	5	6
1.0 PHYSICAL CONDITIONING (Continued)			
1.5 Arm Strength			
Pull-ups	X	X	X
Chin-ups	X	X	X
Modified Push-ups	X	X	X
Push-ups	X	X	X
Flexed Arm Hang	X	X	X
Rope or Pole Climb	X	X	X
1.6 Endurance			
Rhythmic Running	X	X	X
Interval Jogging	X	X	X
600 Yard Run-Walk	X	X	X
Grass Drill	X	X	X
Jog Sprint	X	X	X
1.7 Speed			
40/50 Yard Dash	X	X	X
Baton Relay	X	X	X
Softball Base Relay	X	X	X
Australian Tag	X	X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
2.0 TEAM GAMES			
Basketball			
2.1 Catching	X	X	X
2.2 Dribbling	X	X	X
2.3 Passing			
Chest	X	X	X
Two Hand Underhand	X	X	X
Bounce	X	X	X
Overhead	X	X	X
Two Hand Shoulder	X	X	X
2.4 Shooting			
Two Hand Chest	X	X	X
Two Hand Underhand	X	X	X
One Hand Push	X	X	X
Lay-up		X	X
Jumpshot			X
2.5 Pivoting			
Full	X	X	X
Forward	X	X	X
Reverse	X	X	X
2.6 Positions	X	X	X
2.7 Modified Games	X	X	X
2.0 TEAM GAMES (Cont'd.)			
Football			
2.8 Passing			
Forward	X	X	X
Lateral	X	X	X
Centering	X	X	X
2.9 Kicking			
Punting	X	X	X
Place Kick	X	X	X
2.10 Catching			
Passed Ball	X	X	X
Kicked Ball	X	X	X
2.11 Positions	X	X	X
2.12 Modified Games	X	X	X
Track and Field			
2.13 Sprinting			
Standing Start	X	X	X
Crouch Start	X	X	X
2.14 Relay Running			
Tagging In Shuttle Relay	X	X	X
Baton Passing	X	X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
2.0 TEAM GAMES (Cont'd.) Track and Field (Continued)			
2.15 Distance Running			
Form	X	X	X
2.16 Hurdling			
Elementary Form	X	X	X
Elementary Steps	X	X	X
2.17 Jumping			
Standing Long Jump	X	X	X
Running Long Jump	X	X	X
Soccer			
2.18 Dribbling	X	X	X
2.19 Passing			
Inside of Foot	X	X	X
Outside of Foot		X	X
Top of Foot			X
2.20 Trapping			
Foot	X	X	X
Lower Leg	X	X	X
Chest Blocking	X	X	X
2.21 Heading	X	X	X
2.22 Throw In	X	X	X

SKILLS	ELEMENTARY GRADES		
	4	5	6
2.0 TEAM GAMES (Cont'd.) Soccer (Continued)			
2.23 Kicking			
Punt	X	X	X
Place Kick	X	X	X
2.24 Goal Keeping	X	X	X
2.25 Positions, Players	X	X	X
2.26 Modified Games	X	X	X
Softball			
2.27 Throwing			
Underhand	X	X	X
Overhand	X	X	X
Side Arm		X	X
2.28 Catching/Fielding			
Ground Balls	X	X	X
Fly Balls	X	X	X
2.29 Batting	X	X	X
2.30 Pitching	X	X	X
2.31 Baserunning	X	X	X
2.32 Positions	X	X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
2.0 TEAM GAMES (Cont'd.)			
Softball (Cont'd.)			
2.33 Modified Games	X	X	X
Volleyball			
2.34 Serving			
Underhand	X	X	X
Overhand	X	X	X
2.35 Volleying			
Chest Pass	X	X	X
Set Up	X	X	X
Underhand Bump	X	X	X
Spike			X
One Hand Dig			X
2.36 Rotation			
"S"	X	X	X
Square	X	X	X
2.37 Position Play	X	X	X
2.38 Modified Games	X	X	X
3.0 MODIFIED INDIVIDUAL AND DUAL GAMES			
Badminton			
3.1 Scoring and Rules		X	X
3.2 Grip		X	X

SKILLS	ELEMENTARY GRADES		
	4	5	6
3.0 MODIFIED INDIVIDUAL AND DUAL GAMES (Cont'd)			
Badminton (Cont'd.)			
3.3 Serve		X	X
3.4 Strokes			
Forehand		X	X
Backhand		X	X
Smash			X
Bowling			
3.5 Scoring and Rules	X	X	X
3.6 Stance	X	X	X
3.7 Grip (Adapted Ball)	X	X	X
3.8 Approach	X	X	X
3.9 Delivery	X	X	X
Golf			
3.10 Scoring and Rules	X	X	X
3.11 Whole Swing			
Grip	X	X	X
Stance	X	X	X
Swing	X	X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
3.0 MODIFIED INDIVIDUAL AND DUAL GAMES (Continued)			
Golf (Cont'd.)			
3.12 Putting			
Grip	X	X	X
Swing	X	X	X
Table Tennis			
3.13 Scoring and Rules	X	X	X
3.14 Paddle Grip	X	X	X
3.15 Serve and Delivery	X	X	X
Tennis			
3.16 Scoring and Rules	X	X	X
3.17 Strokes			
Forehand	X	X	X
Backhand	X	X	X
Serve	X	X	X
3.18 Volley	X	X	X
3.19 Paddle Tennis	X	X	X

SKILLS	ELEMENTARY GRADES		
	4	5	6
4.0 GYMNASTICS			
4.1 Individual Stunts			
Coffee Grinder	X	X	
Turk Stand	X	X	
Crab Walk	X	X	
Knee Drop	X	X	
Drop Fall	X	X	
Egg Roll	X	X	
Knee Dip		X	X
Jump Through		X	X
4.2 Partner Stunts			
Wring the Dish Cloth	X		
Chinese Get Up	X	X	
Double Scooter	X	X	X
Tumbling			
4.3 Side Roll	X	X	
4.4 Log Roll	X		
4.5 Forward Roll Progression			
Forward Roll to Sit	X		
Forward Roll Legs Crossed		X	
Forward Roll to Squat			X
Forward Roll Grasping Ankles		X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
4.0 GYMNASTICS (Cont'd.)			
Tumbling (Cont'd.)			
Continuous Roll Forward	X	X	X
Dive Roll		X	X
4.6 Backward Roll Progression			
Rocker	X	X	X
Continuous Backward Roll	X	X	X
Backward Roll to Knees	X		
Backward Roll to Feet		X	X
4.7 Cartwheels			
Complete Cartwheel	X	X	X
Round Off	X	X	X
4.8 Pyramids			
Kneeling Arch	X	X	X
Hand Stand Arch	X	X	X
Base Stand	X	X	X
Head Stand Arch	X	X	X
Double Head Stand	X	X	X
Stride Stand	X	X	X
Shoulder Stand		X	X

SKILLS	ELEMENTARY GRADES		
	4	5	6
4.0 GYMNASTICS (Cont'd.)			
Pyramids (Cont'd.)			
High Center Pyramid		X	X
Long Stand		X	X
Squash Pyramid			X
Circle Pyramid			X
4.9 Inverted Balances			
Tripod	X	X	
Mule Kick	X		
Head Stand	X	X	X
Forearm Head Stand		X	X
Hand Stand			X
Hand Walk			X
4.10 Combatives			
Dog Collar Pull	X	X	X
Finger Fencing	X	X	X
Wrestle			
Elbow	X	X	X
Leg	X	X	X
Hand	X	X	X
Stick Twist	X	X	X
Shoulder Shove	X	X	X
Bowling Pin	X	X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
4.0 GYMNASTICS (Cont'd.)			
Apparatus			
4.11 Balance Beam			
Walk Forward	X	X	
Walk Backward	X	X	X
Side Balance	X	X	X
Walk Forward, Pick Up an Object	X	X	X
Walk Forward, Kneel on One Knee and Rise	X	X	X
Side Stepping	X	X	X
Hop on Right and Left Foot	X	X	X
Sliding	X	X	X
Leg Swing	X	X	X
4.12 Horizontal Bar			
Grip	X	X	X
Hang	X	X	X
Knee Hang	X	X	X
Skin the Cat	X	X	X
Flexed Arm Hang	X	X	X
Pull Up	X	X	X
4.0 GYMNASTICS (Cont'd.)			
Apparatus (Cont'd.)			
4.12 Horizontal Bar (Continued)			
Swing Back and Forth and Dismount	X	X	X
4.13 Parallel Bars			
Cross Rest Position	X	X	X
Swing from Shoulders	X	X	X
Hand Walk	X	X	X
Dip	X	X	X
Forward Roll from Straddle Seat	X	X	X
4.14 Horizontal Ladder			
Hang With Both Hands on the Side Rails	X	X	X
Travel the Length of the Ladder Using the Rungs	X	X	X
Travel the Length of the Ladder Using Both Side Rails	X	X	X
Travel the Length of the Ladder Sideways		X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
5.0 RHYTHMS			
5.1 Locomotor Movements			
Walk	X	X	X
Run	X	X	X
March	X	X	X
Hop	X	X	X
Slide	X	X	X
Gallop	X	X	X
Jump	X	X	X
Skip	X	X	X
5.2 Novelty			
Streamers	X	X	X
Parachute	X	X	X
Lummi Sticks	X	X	X
Mirroring	X	X	X
Hand Rhythms with Cards	X	X	X
5.3 Dances Without Partners			
Alley Cat	X	X	X
Hokey Pokey	X	X	X
Hustle	X	X	X
Alka Seltzer	X	X	X
Bunny Hop	X	X	X

SKILLS	ELEMENTARY GRADES		
	4	5	6
5.0 RHYTHMS (Cont'd.)			
5.4 Mixers			
Jiffy Mixer	X	X	X
Five Foot Two	X	X	X
Glow Worm	X	X	X
Patty Cake Polka	X	X	X
5.5 Folk Dances			
Phillipines - Tinikling	X	X	X
England - Greensleeves	X	X	X
Sweden - Klappdans	X	X	X
Russia - Troika	X	X	X
Denmark - Seven Jumps	X	X	X
Mexico - Mexican Hat Dance	X	X	X
Israel - Hora	X	X	X
5.6 American Folk Dances			
Virginia Reel	X	X	X
Teton Mountain Stomp	X	X	X
Oh Johnny	X	X	X
Duck for the Oyster	X	X	X
Oh Susanna	X	X	X
Red River Valley	X	X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
6.0 ADDITIONAL ACTIVITIES			
6.1 Hoop Activities			
Using Various Body Parts	X	X	X
Roll	X	X	X
Spin	X	X	X
Jump	X	X	X
Reverse Spin	X	X	X
Catch	X	X	X
Exchange	X	X	X
Spin Contest	X	X	X
6.2 Wand Activities			
Balance			
Ground	X	X	X
Various Parts of the Body	X	X	X
6.3 Agility			
Through the Stick	X	X	X
Arm Roll and Flip	X	X	X
Wand Jump	X	X	X
6.0 ADDITIONAL ACTIVITIES (Cont'd.)			
Wand Activities (Cont'd.)			
6.4 Partners			
Wand Touch	X	X	X
Balance and Swap	X	X	X
Partner Carry	X	X	X
Partner Catch	X	X	X
6.5 Exercise			
Isometric	X	X	X
6.6 Balancing Activities			
Safety	X	X	X
Balance Beam	X	X	X
Rolling Balance	X	X	X
Balance Board	X	X	X
Tire Walk	X	X	X
Can Stilts	X	X	X
6.7 Tug-o-War			
Game	X	X	X
Tire Usage			
6.8 Safety	X	X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
6.0 ADDITIONAL ACTIVITIES (Cont'd)			
Tire Usage (Cont'd)			
6.9 Individual Activities			
Agility	X	X	X
Target Practice	X	X	X
Tug-o-War	X	X	X
6.10 Team Activities			
Tug-o-War	X	X	X
Tire Snatch	X	X	X
Targets	X	X	X
Relays	X	X	X
Wrestling	X	X	X
Human Croquet	X	X	X
6.11 Floor Games			
Hop Scotch			
Square	X	X	X
Italian	X	X	X
Ladder	X	X	X
Kick Shuffle	X	X	X
Four Square	X	X	X
Sidewalk Tennis	X	X	X
Jumping Rope			
6.12 Basic Information	X	X	X

SKILLS	ELEMENTARY GRADES		
	4	5	6
6.0 ADDITIONAL ACTIVITIES (Cont'd.)			
Jumping Rope (Cont'd.)			
Length	X	X	X
Correct Form	X	X	X
Four Methods of Jumping Rope	X	X	X
6.13 Individual Rope			
Hopping	X	X	X
Backward Skipping	X	X	X
Crossed Foot Jump	X	X	X
Cross Arms	X	X	X
Rocking	X	X	X
Buck and Wing	X	X	X
Hot Pepper	X	X	X
Skipping to Music	X	X	X
Running	X	X	X
Running Forward Skipping, Crossing, and Uncrossing Arms		X	X
2 Jumpers Facing Each Other	X	X	X
2 Jumpers, One With Back Facing Other	X	X	X
2 Jumpers, Side By Side, Each Holding An End		X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
6.0 ADDITIONAL ACTIVITIES (Cont'd)			
6.13 Individual Rope (Cont'd.)			
2 Jumpers, Side By Side			X
6.14 Chinese Jump Rope	X	X	X
6.15 Long Jump Rope			
Jumping Over A Swinging Rope	X	X	X
Running In And Running Out	X	X	X
Front Doors	X	X	X
Run In Front Door And Add Stunts	X	X	X
Back Doors	X	X	X
Jump While Bouncing Ball	X	X	X
Jump And Play Catch With Someone Not Jumping	X	X	X
Jump With Partner And Play Catch	X	X	X
Jump With Short Rope	X	X	X
2 Jumpers Run In And Jump	X	X	X

SKILLS	ELEMENTARY GRADES		
	4	5	6
6.0 ADDITIONAL ACTIVITIES (Cont'd.)			
6.15 Long Jump Rope (Cont'd.)			
Run In With Partner And Jump Different Ways	X	X	X
Set The Table	X	X	X
School	X	X	X
High Water/Low Water	X	X	X
Double Dutch		X	X
Double Irish		X	X
Egg Beater		X	X
Jump Blindfolded			X
Jump and Jackknife			X
Cartwheel			X
6.16 Cage Ball			
Four Barrel Crab Soccer	X	X	X
Chinese Soccer	X	X	X
Cage Ball Target Throw	X	X	X
6.17 Classroom Activities			
Human Tic Tac Toe	X	X	X
Nervous Wreck	X	X	X
Team Spelling	X	X	X
Rainy Day Crossword Puzzle	X	X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES		
	4	5	6
6.0 ADDITIONAL ACTIVITIES (Cont'd.)			
6.17 Classroom Activities (Cont'd)			
Word-O	X	X	X
Visual Memory	X	X	X
Hidden Sports	X	X	X
Track Puzzle	X	X	X
Make A Sentence	X	X	X
Find The Sport	X	X	X
Memory Test	X	X	X
Diagramming	X	X	X
Rhythms	X	X	X
Human Checkers	X	X	X
This Is My Elbow	X	X	X
Balloon Volleyball	X	X	X
6.18 Obstacle Course			
Beginning	X	X	X
Advanced	X	X	X
6.19 Ball Skills			
Sequence	X	X	X
6.20 Field Day			
Organization	X	X	X
Demonstrations	X	X	X
Equipment	X	X	X
Public Relations	X	X	X
Games	X	X	X

SKILLS	ELEMENTARY GRADES		
	4	5	6
6.0 ADDITIONAL ACTIVITIES (Continued)			
6.21 Posture			
Lateral Alignment	X	X	X
Dorsal Alignment	X	X	X
Walking	X	X	X
Sitting and Rising	X	X	X
Lifting	X	X	X
Carrying Objects	X	X	X
Pushing And Pulling	X	X	X
Sample Identification Tools	X	X	X
Suggested Corrective Exercises	X	X	X
6.22 Parachute			
Making Waves	X	X	X
Mushroom	X	X	X
Magic Mountain	X	X	X
Popcorn	X	X	X
Number Exchange	X	X	X
Stunts Under The Chute	X	X	X
6.23 Mass Ball Games			
Scoop Ball	X	X	X
Topple Ball	X	X	X
Three Base Hit And Miss	X	X	X
Boundary Ball	X	X	X

RECOMMENDED SCOPE AND SEQUENCE BY GRADES AND TYPES OF ACTIVITIES

SKILLS	ELEMENTARY GRADES			SKILLS	ELEMENTARY GRADES		
	4	5	6		4	5	6
6.0 ADDITIONAL ACTIVITIES (Cont'd.)							
Relays							
6.24 Indoor Or Outdoor							
String The Beads	X	X	X				
Newspaper	X	X	X				
Over And Under	X	X	X				
Spelling	X	X	X				
Ring The Cup	X	X	X				
6.25 Outdoor							
Running Relay	X	X	X				
Through The Hoop	X	X	X				
Zig Zag Relay	X	X	X				
Shuttle Relay	X	X	X				
6.26 Station Teaching							
Concepts	X	X	X				
Examples	X	X	X				
7.0 AQUATICS							
7.1 Safety Awareness							
7.2 Artificial	X	X	X				
Respiration	X	X	X				
7.3 Non-swimming							
Rescue	X	X	X				

INTRODUCTION TO PHYSICAL CONDITIONING

Good physical condition is the basis for enjoyment of activity. The ability to move in a variety of ways for varying lengths of time will enable the student to become proficient in and maximally enjoy the different areas included in this curriculum guide. Strength, agility, flexibility, and endurance are the necessary components of a sound physical condition. As each student moves toward his/her desired level of competency in this area, s/he will find physical skills easier to master and joy gained from physical activity in any area greatly enhanced.

The suggested activities explained in the physical conditioning component of this guide are to be used to develop proficiency in each of the seven elements necessary for optimum physical fitness. It should be kept in mind that physical fitness is developed slowly over a period of time and to rush development can be detrimental to desired goals.

1.0 CONCEPT: Physical Conditioning

SUB-CONCEPT: Abdominal Strength

1.1 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop and demonstrate abdominal strength as specified in the following suggested activities.
Minimal expectancy: Successful completion of two out of four suggested activities

SUGGESTED ACTIVITIES

SKILL: Sit-ups

AREA: Playground, cafeteria, auditorium, classroom

EQUIPMENT: Clean floor, mat, dry ground; stopwatch or clock

PLAYERS: All students

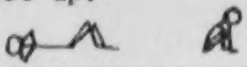
FORMATION: Two single lines approximately 2' apart facing each other, one sitting - the other kneeling to hold the ankles of the one sitting. The student kneeling will hold the ankles for the student whose feet s/he is holding.

DESCRIPTION: Each student doing sit-ups lies on his/her back, knees bent and feet on the ground not more than 12" from buttocks. The hands are clasped behind his/her neck and arms are placed squarely on the ground. The feet are held by a partner to keepthem on the ground. The student then curls up and forward to touch elbows to knees, then returns to starting position before beginning the next sit-up.

SUGGESTED ACTIVITIES

Minimal expectancy:
girls: 12 sit-ups in 60 seconds
boys: 16 sit-ups in 60 seconds

SUGGESTIONS:
1. Only one trial allowed.
2. No resting between sit-ups.
3. The student may not continue if s/he:
   a. does not keep the fingers clasped behind the neck
   b. does not bring both elbows up
   c. pushes off with an elbow
   d. does not return to original starting position after each sit-up.



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SKILL: Leg Raises

AREA: Playground, cafeteria, classroom

EQUIPMENT: Clean floor, mat or dry ground; stop watch or clock

PLAYERS: All students

FORMATION: Scattered around area

SUGGESTED ACTIVITIES

DESCRIPTION: The student is on his/her back legs and feet together, arms out sideways from the shoulder. Raise both legs from the surface simultaneously and hold approximately 6" from the surface.

Minimal expectancy:
girls: 4 seconds per leg raise, 6 times
boys: 4 seconds per leg raise, 8 times

SUGGESTION: Abdominal exercises are strenuous and should be built up gradually.

* * *

SKILL: V-sit

AREA: Playground, cafeteria, classroom

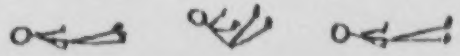
EQUIPMENT: Clean floor, mat, or dry ground; stopwatch or clock

PLAYERS: All students

FORMATION: Scattered around area

DESCRIPTION: The student lies on the back legs and feet together, arms by side, toes pointed. Raise upper and lower body, keeping both straight until body is resting only on buttocks.

Minimal expectancy:
girls: 4 seconds per V-sit, 3 times
boys: 4 seconds per V-sit, 4 times



SUGGESTED ACTIVITIES

SUGGESTIONS:
1. Build up slowly
2. Arms may be extended to the side for balance

* * *

SKILL: Knee raise

AREA: Playground, cafeteria, classroom

EQUIPMENT: Clean floor, mat or dry ground

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Have each student lie on back with arms by the side. On signal, the student will raise the knees off the ground as high as possible. Resume starting position.

Minimal expectancy:
The knees must be raised at least 6" off the ground.
girls: 8 times
boys: 10 times

1.0 CONCEPT: Physical Conditioning

SUB-CONCEPT: Agility

1.2 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop agility as specified in the following suggested activities.
Minimal expectancy: Successful completion of two out of five suggested activities

SUGGESTED ACTIVITIES

SKILL: Shuttle Run

AREA: Playground, cafeteria

EQUIPMENT: 2 erasers or wood blocks per team; stopwatch

PLAYERS: 1-2 students

FORMATION: 2 lines approximately 30' apart with two erasers placed behind the second line

DESCRIPTION: The student stands behind the starting line. On signal s/he runs to the second line, picks up one eraser, runs back and places it behind the starting line. S/he returns for the second eraser, and runs across the starting line. The student is timed from the starting signal until s/he crosses the starting line with the second eraser.

Minimal expectancy:
girls: 12 seconds
boys: 11.7 seconds

SUGGESTED ACTIVITIES

SUGGESTIONS:
1. The first eraser must be placed across the line, not thrown.
2. The student should not slow down until after s/he crosses the line with the second eraser.

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SKILL: Potato Relay

AREA: Playground

EQUIPMENT: 4 cans and 3 tennis balls or 4 cans and 3 bean bags per team

PLAYERS: 12 students per team

FORMATION: All students in a line behind the starting line. Place "cans" at 15' intervals beginning 15' in front of the starting line.

DESCRIPTION: The players are numbered 1-12, the first player being #1, the last #12. The cans are numbered 1-4, the first being #1, the last #4. One tennis ball is placed in cans #1, #2, and #3. Can #4 is

SUGGESTED ACTIVITIES

empty. On the starting signal, player #1 runs, takes the ball from can #1, places it in can #4, returns and tags player #2, then goes to the end and sits down. Player #2 takes the ball from can #2, places it in can #4, tags player #3 and sits at the end. Player #3 takes the ball from can #3, places it in #4, tags player #4, and sits down. All 3 balls are now in can #4. Player #4 takes one ball from can #4, places it in can #3, tags player #5 and sits at the end. Player #5 takes one ball from can #4, places it in can #2, tags player #6, and sits at the end of the line. Player #6 takes the last ball from can #4, places it in can #1, tags player #7, and sits down. The balls are now in the original positions. The next 6 players repeat what the first six did in the same order. Player #7 takes the ball from can #1, places it in can #4, tags player #8, and sits down. Player #8 takes the ball from can #2, places it in can #4, tags player #9, and sits down. Player #9 takes the ball from can #3, places it in can #4, tags player #10 and sits down. Player #10 takes one ball from can #4, places it in can #3, tags player #11, and sits down. Player #11 takes one ball from can #4, places it in can #2, tags player #12 and sits down. Player #12 takes the last ball from can #4, places it in can #1 and sits down. The balls are now in the original positions with one ball in each of cans 1-3 and none in can #4. All players are sitting in their original positions.

SUGGESTED ACTIVITIES

Minimal expectancy:
All balls in the original containers, all containers upright, and all players seated in a line.

SUGGESTIONS:
1. Each player should know his/her job.
2. Each player should be able to repeat the rotation: i.e.

1-4	1-4
2-4	2-4
3-4	3-4
4-3	4-3
4-2	4-2
4-1	4-1

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SKILL: Squat Thrust

AREA: Playground, cafeteria, classroom

EQUIPMENT: Clean floor or mats

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Each student stands up straight with feet together and arms by his/her side. Bend the knees and place the hands flat on the floor in front of the feet. Thrust legs out to the back so the body is straight in a push-up position. Return feet to squat position, then resume original standing position with feet together and hands by the side.

SUGGESTED ACTIVITIES

Minimal expectancy:
girls: 4 squat thrusts
boys: 6 squat thrusts

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SKILL: Side Straddle Hop (Jumping Jacks)

AREA: Playground, cafeteria, classroom

EQUIPMENT: None

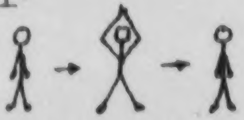
PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Each student stands with his/her feet together and hands by his/her side. The arms swing up to meet overhead while the feet are extended to the side. The student then brings the hands back to the side and feet together in a single jumping motion. S/he is now in the original starting position.

Minimal expectancy:

girls: 15
boys: 20



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SKILL: Wave Drill

AREA: Playground

EQUIPMENT: None

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Divide the group into lines of 5-10 students and have them get a double arms distance apart facing the instructor.

DESCRIPTION: The students must watch the instructor at all times. S/he will give a series of arm signals that must be instantly acknowledged by moving in the direction indicated. A wave to the left or right means run in the specified direction. A wave front or back means run in that direction. Change directions ofte so the students experience and develop quick weight shift and directional movements.

Minimal expectancy:
The student must shift weight quickly and immediately change directions on signal.

1.0 CONCEPT: Physical Conditioning

SUB-CONCEPT: Flexibility

1.3 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop flexibility as specified in the following suggested activities.
Minimal expectancy: Successful completion of 2 out of 5 suggested activities

SUGGESTED ACTIVITIES

SKILL: Knee Hug

AREA: Playground, cafeteria, classroom

EQUIPMENT: Mat, or dry ground

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Each student assumes a sitting position with hands touching the floor behind him/her and feet flat on the floor 12-18" in front of him/her. The student draws his knees up to his/her chest and wraps his/her arms around them, bringing them as close as possible to the chest. As flexibility is developed, the knees should touch the chest.

Minimal expectancy:
Knees should be within 6" of the chest.

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SKILL: Sit and Reach

AREA: Playground, cafeteria, classroom

SUGGESTED ACTIVITIES

EQUIPMENT: Mat, or dry ground

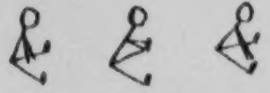
PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Each student assumes a sitting position with the legs spread in a "V" shape in front of him/her, the knees straight, and the toes pointed. On signal, each student stretches to touch the toes of the left foot with the fingers of both hands, then stretches to touch the toes on the other foot.

Minimal expectancy:
The fingers should come to within 6" of the toes.

VARIATION: The students may extend the legs in front with legs together. S/he then tries to touch toes with his/her fingers. S/he may also try to touch the forehead to the knees for increased flexibility.



SUGGESTED ACTIVITIES

SKILL: Palm Touch

AREA: Playground, cafeteria, classroom

EQUIPMENT: None

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Each student stands with feet together and arms extended at shoulder level. S/he then tries to clap hands together in front of the body and in back of the body.

Minimal expectancy:
Palms must touch in front of the body and should be within 4" in the back.

VARIATIONS: This skill may be performed with the elbows bent and the student trying to touch elbows behind the body.

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SKILL: Circle Stride Ball

AREA: Playground, cafeteria, classroom

EQUIPMENT: 1 ball per group

PLAYERS: All students in groups of 6-12

FORMATION: The students stand in a circle with legs apart and knees straight. Each student's feet should be about 18" apart and should touch the feet of the student on either side.

SUGGESTED ACTIVITIES

DESCRIPTION: A ball is rolled to a student. He bends over and uses his hands to try to roll the ball through the legs of another student. Each student must stop the ball with his hands and roll it toward another student. If the ball goes between two students, it is restarted by the instructor.

Minimal expectancy:
The ball should not go through the students' legs.

VARIATION: In the classroom or cafeteria, this skill may be performed using a fluffball instead of a playground ball.

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SKILL: Bridge Up

AREA: Playground, cafeteria, classroom

EQUIPMENT: Mat, dry ground

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Each student lies on his/her back with the feet, hands and head to raise the body as far as possible off the floor making a "bridge", using the feet, hands and head.

Minimal expectancy:
Each child should raise the body at least 6" off the ground.

1.0 CONCEPT: Physical Conditioning

SUB-CONCEPT: Leg Strength

1.4 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop leg strength as specified in the following suggested activities.
Minimal expectancy: Successful completion of 3 out of 6 suggested activities

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

SKILL: Kangaroo Hop Relay

AREA: Playground

EQUIPMENT: 1 bean bag per group

PLAYERS: All students divided into groups of 8-12
FORMATION: 2 lines facing each other 20 yards apart

DESCRIPTION: Student #1 starts, holding the bean bag in the right hand. On the starting signal s/he puts the bean bag between his/her knees, jumps to the other line, hands the bean bag to the first person in that line, goes to the end and sits. Continue this procedure until all students have jumped and are sitting.

Minimal expectancy:
The bean bag may be dropped only once.

SUGGESTIONS:
1. The bean bag must be placed between the knees, not the thighs.
2. The student should swing his arms to help forward progress.
3. The student must hand the bean bag to the next person, not drop it for the next one to pick up.

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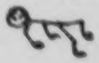
SKILL: Crab Soccer

AREA: Playground

EQUIPMENT: 1 ball per group

PLAYERS: All students in 2 groups

FORMATION: Two lines 10' apart

DESCRIPTION: Each student assumes the crabwalk position with hands and feet on the ground with the back closest to the ground.  Each team faces each other 10' apart with a ball in the middle. Using the feet only, each team tries to get the ball past the other team.

Minimal expectancy:
The ball should be contacted with the feet each time it comes near the student.

SUGGESTED ACTIVITIES

VARIATION: The class may get into two circles with each student in the crabwalk position. The ball is rolled to one student, then using the feet only, each student tries to kick it out of the circle.

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SKILL: Standing Long Jump

AREA: Playground

EQUIPMENT: Flat soft area, tape measure

PLAYERS: All students

FORMATION: One student standing at the end of the tape measure, the rest of the students lined up next to the jumping area.

DESCRIPTION: The student stands at the end of the tape, swings his hands while bending his knees and jumps as far as possible.

Minimal expectancy:
girls: 4'7"
boys: 4'10"

SUGGESTIONS: The distance is measured from the closest part of the body on landing, i.e.: if the student allows a hand to touch behind his feet when he lands, or if he sits down, that is the distance jumped.

SUGGESTED ACTIVITIES

SKILL: Sack Relay

AREA: Playground

EQUIPMENT: One burlap sack per group, 2 lines 20 yards apart

PLAYERS: All students in groups of 10-12

FORMATION: Two equal lines facing each other 20 yards apart

DESCRIPTION: The first student starts with both feet in the sack. The student holds the edges with the hands, and jumps to the other line. S/he takes the sack off, hands it to the first person in line, goes to the end and sits down. This continues until all students have jumped and are sitting down.

Minimal expectancy:
The student travels the whole distance without falling.

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SKILL: Squat Jump

AREA: Playground, cafeteria

EQUIPMENT: None

PLAYERS: All students

FORMATION: Scattered

SUGGESTED ACTIVITIES

DESCRIPTION: The student assumes a squatting position with one foot in front of the other and the hands clasped behind the neck. On signal, the student jumps 6-10" off the floor, changes position of the feet and resumes the squatting position on landing. Continue jumping and alternating the foot position with first the right foot in front, then the left.

Minimal expectancy:
girls: 5 squat jumps
boys: 8 squat jumps

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SKILL: Jump and Reach

AREA: Cafeteria, classroom

EQUIPMENT: Tape measure attached to a wall or other flat surface

PLAYERS: All students

FORMATION: One line

DESCRIPTION: The student stands sideways to a wall. Chalk dust is placed on the end of the middle finger of the hand closest to the wall. S/he reaches up as high as possible, with both feet flat on the floor and marks the wall. S/he then bends into a crouched position with the feet approximately shoulder width apart, hands and arms along the side of the body. S/he jumps as high as possible and again marks the wall with the hand (finger) closest to the wall. The distance jumped is the measurement between the two marks.

SUGGESTED ACTIVITIES

Minimal expectancy:
girls: 8"
boys: 10"

1.0 CONCEPT: Physical Conditioning

SUB-CONCEPT: Arm strength

1.5 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop arm strength as specified in the following suggested activities.
Minimal expectancy: Successful completion of 3 out of 6 suggested activities

SUGGESTED ACTIVITIES

SKILL: Pull-ups

AREA: Playground

EQUIPMENT: 1 horizontal bar 1 1/2" in diameter or a doorway gym bar

PLAYERS: All students

FORMATION: One line beside the bar

DESCRIPTION: One student approaches the bar at a time. He must grasp the bar with his palms facing away from his body. He must then raise his body off the ground and move his chin above the bar with elbows flexed and the chest close to the bar. The student then lowers his/her body until the arms are completely straight with the feet not touching the ground. Then the next pull-up is begun.

Minimal expectancy:
girls: Not Applicable
boys: 3

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SKILL: Chin-ups

SUGGESTED ACTIVITIES

AREA: Playground

EQUIPMENT: 1 horizontal bar 1 1/2" in diameter or a doorway gym bar

PLAYERS: All students

FORMATION: One line beside the bar

DESCRIPTION: Chin-ups are done exactly like pull-ups, but the palms are placed on the bar facing the student. (See: Pull-ups)

Minimal expectancy:
girls: Not Applicable
boys: 3

* * * * * * * * * * * * * * * *

SKILL: Modified Push-ups

AREA: Playground, cafeteria, classroom

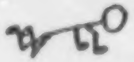
EQUIPMENT: Mats, playground

PLAYERS: All students

FORMATION: Scattered

SUGGESTED ACTIVITIES

DESCRIPTION: The student assumes a face down position with the weight supported on the hands and knees. Hands are placed flat on the floor under the shoulders with the elbows straight. The body goes to the knees in a straight line; the feet are held off the floor.



The student lowers his chest by bending his elbows until it touches, but keeps his/her back straight. The student then straightens his/her elbows and returns to the starting position.

Minimal expectancy:
girls: 10
boys: 15

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SKILL: Push-ups

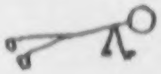
AREA: Playground, cafeteria, classroom

EQUIPMENT: Mats, dry ground

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Push-ups are done exactly like modified push-ups except the weight is supported on the hands and toes instead of hands and knees.



SUGGESTED ACTIVITIES

Minimal expectancy:
girls: 2
boys: 7

SUGGESTIONS: Have all students begin with modified push-ups until minimal expectancy is reached. This will increase arm strength so push-ups can be performed correctly.

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SKILL: Flexed Arm Hang

AREA: Playground

EQUIPMENT: One horizontal bar 1 1/2" in diameter or one doorway gym bar; stopwatch

PLAYERS: All students

FORMATION: A line beside the bar

DESCRIPTION: Each student approaches the bar and places the hands on it with the palms facing away from the body (overhand position). The student then raises the body off the ground until the elbows are flexed and the chin is above the bar. The student maintains this position as long as possible. As soon as the chin clears the bar, the watch is started. The watch is stopped when: (A.) the student's chin touches the bar (B.) the student's head tilts backward to keep the chin above the bar or (C.) the student's chin drops below the level of the bar.

SUGGESTED ACTIVITIES

Minimal expectancy:
girls: 9 seconds
boys: 16 seconds

SUGGESTIONS: You may choose to use two students as spotters. One should be positioned in front and one in back of the student doing the flexed arm hang. The spotters may help the student assume position for the flexed arm hang.

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SKILL: Rope or Pole Climb

AREA: Playground, gymnasium

EQUIPMENT: A hanging rope 12' long; stopwatch

PLAYERS: All students

FORMATION: A line by the rope

DESCRIPTION: Each student in turn grasps the rope and pulls himself up to the top using his hands and feet. He touches the top and lowers himself by using his hands and feet. DO NOT ALLOW the students to slide down the rope.

Minimal expectancy:
girls: 20 seconds
boys: 15 seconds

SUGGESTIONS: Hold or attach the rope at the bottom. Allow one student on the rope at a time. Do not allow the students to slide down the rope.

SUGGESTED ACTIVITIES

70

1.0 CONCEPT: Physical Conditioning

SUB-CONCEPT: Endurance

1.6 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop endurance as specified in the following suggested activities.
Minimal expectancy: Successful completion of 2 out of 5 suggested activities

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Rhythmic Running AREA: Playground EQUIPMENT: Tambourine, stopwatch PLAYERS: All students FORMATION: Scattered DESCRIPTION: Each student is in his/her own space. The instructor beats the tambourine at different speeds while the students run in place matching their speed to that of the instructor. Minimal expectancy: girls: 45 seconds boys: 60 seconds VARIATION: A record and record player may be used in place of the tambourine to establish the rhythm. See "Running" on Roomnastics (from Educational Activities) record.	SKILL: Interval Jogging AREA: Playground - distance marked at Intervals of 50 yards for 1 mile EQUIPMENT: None PLAYERS: All students FORMATION: In a line at the start DESCRIPTION: All students begin on the starting signal. The students begin by jogging 50 yards, then walk 50 yards until the course is completed. Minimal expectancy: Each student should jog 6 sections and walk 6 sections. * * * * * * * * * * * * * * * * SKILL: 600 yard run-walk AREA: Playground - 600 yard area EQUIPMENT: Stopwatch PLAYERS: All students in pairs

SUGGESTED ACTIVITIES

FORMATION: One student of each pair stands at the starting line. His/her partner goes to the finish.

DESCRIPTION: Each student begins running on the signal to start. His/her partner is at the finish line and listens for the runner's time as he/she finishes the 600. Each runner may walk as often as necessary, but should run as much as possible.

Minimal expectancy:
girls: 2 min. 59 sec.
boys: 2 min. 35 sec.

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SKILL: Grass drill

AREA: Playground

EQUIPMENT: Stopwatch

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: The instructor stands where s/he can be seen by all students. On the starting signal, students begin by running in place at a moderate pace, while bringing their knees up high. On the command, "down", by the instructor, the students drop to the ground on their stomachs, on the next command, "over", the students roll over 1 complete turn. The next command is "up", and the students return to a standing position while continuing to run in place.

SUGGESTED ACTIVITIES

The instructor might also add the commands "front" (stomach position) and "back" (back position). All movements are to be expected crisply and quickly.

Minimal expectancy:
Students should follow directions by reacting quickly to the commands of the instructor for a period of 1 minute.

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SKILL: Jog Sprint

AREA: Playground - Track similar to the one used for interval jogging

EQUIPMENT: None

PLAYERS: All students

FORMATION: All students at the starting line.

DESCRIPTION: All students begin on the starting signal by sprinting 50 yards. They then alternate jogging and sprinting for 5 more 50 yard intervals.

Minimal expectancy: The sprints must be faster than the jog.

1.0 CONCEPT: Physical Conditioning

SUB-CONCEPT: Speed

1.7 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop speed as specified in the following suggested activities.
Minimal expectancy: Successful completion of 2 out of 4 suggested activities

SUGGESTED ACTIVITIES

SKILL: 40/50 Yard Dash

AREA: Playground

EQUIPMENT: Two lines 40/50 yards apart; stopwatch

PLAYERS: One student

FORMATION: One student behind the starting line

DESCRIPTION: On the starting signal, the student runs as quickly as possible past the finish line. Start the watch on the starting signal.

Minimal expectancy:

40 yards		50 yards	
boys:	7.8 sec.	boys:	8.4 sec.
girls:	8.0 sec.	girls:	8.8 sec.

VARIATION: Have all students line up at the starting line. On the starting signal, they run to the finish, trying to pass all students possible. No stopwatch is used for this.

SUGGESTED ACTIVITIES

SKILL: Baton Relay

AREA: Playground

EQUIPMENT: 9-12" long batons

PLAYERS: All students in groups of 10-12

FORMATION: Two equal lines facing each other 50 yards apart

DESCRIPTION: The first student runs 50 yards carrying the baton in the right hand, places it firmly in the right hand of the first person of the opposite line. S/he then goes to the end and sits down. Continue until all students have run.

Minimal expectancy:
The student must not drop the baton when carrying it or while passing it to the next runner.

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SKILL: Softball Base Relay

AREA: Playground or softball diamond

SUGGESTED ACTIVITIES

EQUIPMENT: Four bases per group

PLAYERS: All students in groups of 4,8, 12, or 16

FORMATION: One, two, three, or four players at each base.

DESCRIPTION: On the starting signal, the player at home runs to first, tags the runner, and sits at the end of the first base line. The first base runner runs to second, tags that runner and sits down. The runner at second runs to third, tags that runner and sits down. The runner at third runs to home, tags that runner and sits down. Continue until all have run and are sitting.

Minimal expectancy:
The student must follow directions by starting from one base, run to the next one and tag the next runner.

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SKILL: Australian Tag

AREA: Playground

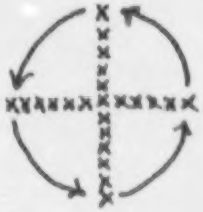
EQUIPMENT: 4 batons

PLAYERS: All students divided into four equal groups

FORMATION: The four groups are set up in a cross formation

SUGGESTED ACTIVITIES

DESCRIPTION: The first student in each group starts running on the start signal around the outside of the cross in a circle pattern. Each runner tries to catch the runner in front of him before he hands the baton to the next runner on his team. If a runner tags the one in front of him, his team scores a point. Continue until all students have run and are sitting.



Minimal expectancy:
The runner should not be tagged by the one behind him. The baton should not be dropped.

INTRODUCTION TO TEAM GAMES

Team games are primarily those activities specifically related to team sports. In the upper elementary grades children have a definite need to participate in vigorous activities which will satisfy their physiological and psychological drives.

Children are naturally curious, and they become interested and want to participate in team games. They see high school games, watch professional and college games on television, and hear them on the radio. They have an innate desire for competition and this desire along with social and emotional development, can be satisfied through teamwork and group involvement.

Various motor skills are necessary for successful participation in team activities. Skills should be selected in terms of ages and capacities of students, and drills should be structured so maximum participation by all students can be realized. The information contained in this section of the guide will be very beneficial to the teacher in providing instruction to his/her students in team game skillls.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Basketball

2.1 OBJECTIVE: Given adequate instruction and participation, the student will perform basketball catching skills developing eye-hand coordination ability as specified in the following suggested activities.
Minimal expectancy: The student should be able to perform the proper catching sequence.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Catching AREA: Outdoors, basketball court or play ground EQUIPMENT: Basketballs or similar sized ball. PLAYERS: Class FORMATION: Depending on how many balls are available, formation can be in partners or in any order needed. DESCRIPTION: For effective catching, the fingers are spread to receive the ball. The ball is received on the cushions of the finger tips. As the ball is caught the hands should give with the ball. The ball should never come in contact with the heels of the hands. One foot should be slightly forward so the body is balanced to absorb the impact of the throw. Minimal expectancy: Be able to perform the proper catching sequence.	

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2.0 CONCEPT: Team Games

SUB-CONCEPT: Basketball

2.2 OBJECTIVE: Given adequate instruction and participation, the student will perform dribbling skills as specified in the following activities. Minimal expectancy: The student should be able to properly dribble the ball at a slow pace.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Dribbling AREA: Basketball court, playground (hard surface) EQUIPMENT: Basketballs PLAYERS: Class, four to six per group FORMATION: Relay line DESCRIPTION: Dribbling the basketball should be done with the fingers spread apart for more control of the ball. The ball should only come as high as the waist, as any higher would cause loss of control. Any number of people can be set up in this practice formation depending on how many balls are available. The children split into equal groups at each end of the area being used. The first person with the ball begins dribbling the ball down the court to the other end. At this point the first person in this line then takes the ball and dribbles back. The ball can be handed or bounced to each person in line. The child then moves to the back of the line s/he is now in, and awaits another turn.	TEACHING HINTS: Obstacles can be added to allow the children to weave in and out of the line while dribbling. Minimal expectancy: The student should be able to properly dribble the ball at a slow pace.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Basketball

2.3 OBJECTIVE: Given adequate instruction and participation the student will perform basketball passing skills developing eye-hand coordination ability as specified in the following suggested activities.
Minimal expectancy: The student will be able to perform 3 out of 5 suggested activities.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Chest pass AREA: Outdoors, basketball court or playground EQUIPMENT: Basketballs or similar sized ball PLAYERS: Class, four to six per group FORMATION: Depending on equipment available, four to six per group, circle formation DESCRIPTION: The ball is held by the fingers with the thumbs behind the ball. The ball is pushed away from the chest and released with a snap of the wrists and fingers. Elbows should be bent and held close to the body. The arms are pushed forward from the shoulders as the elbows are straightened. More distance can be covered if the knees are bent and a step forward is taken. SUGGESTIONS: Some common faults are: 1. Holding the ball in the palms of the hands	2. Holding elbows away from the body 3. Little or no wrist or finger snap It is very important that the student follow through with the arms when releasing the ball. The arms should be extended at the end of the pass. Minimal expectancy: Ability to perform a proper chest pass in proper sequence. **************** SKILL: Two-handed underhand pass AREA: Outdoors, basketball court EQUIPMENT: Basketballs or similar sized ball PLAYERS: Class, four to six per group FORMATION: Depending on equipment available, four to six per group, circle formation DESCRIPTION: This pass utilizes the underhand throwing motion. This type of pass is used as a short hand-off pass to a player in a crowded area of the court. The ball is held in front of the body, the

SUGGESTED ACTIVITIES

fingers of both hands are under the ball, and the thumbs are pointed toward the top. When the pass is made, the knees are bent, the arms are extended toward the knees and are brought up so the ball is released when the arms are extended in the direction of the receiving player.

Minimal expectancy: Ability to perform the underhand pass in proper sequence

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SKILL: Bounce pass

AREA: Outdoors, basketball court

EQUIPMENT: Basketballs

PLAYERS: Class, four to six per group

FORMATION: Depending on equipment, four to six per group

DESCRIPTION: This pass utilizes the same set up as the chest pass, but the new element is that the ball will bounce one time before reaching the receiver. A properly executed bounce pass should wind up at the receiver's waist. The ball should strike the floor between 3 and 4 feet in front of the receiver.

Minimal expectancy: From a distance of 10 feet, be able to complete 3 of 5 passes utilizing proper form.

SUGGESTED ACTIVITIES

SKILL: Overhead pass

AREA: Playground, basketball court

EQUIPMENT: Basketballs

PLAYERS: Class, four to six per group

FORMATION: Four to six per group, circle formation

DESCRIPTION: For the two-handed overhead pass, the arms are held above the head. The ball is held evenly by both hands. When passing, the ball should be propelled straight forward.

Minimal expectancy: Ability to throw an accurate overhead pass a distance of eight feet

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SKILL: Two-handed shoulder pass

AREA: Playground, basketball court

EQUIPMENT: Basketballs

PLAYERS: Class, four to six per group

SUGGESTED ACTIVITIES

FORMATION: Four to six per group, circle formation

DESCRIPTION: This pass utilizes the overhand throwing motion. Since the ball is large, the left hand is placed on top of the ball as a means of steadying the ball. The left hand is removed as the ball is brought forward. Although long passes in basketball are not particularly encouraged, passes of varying distances are often necessary. These longer passes are usually shoulder passes.

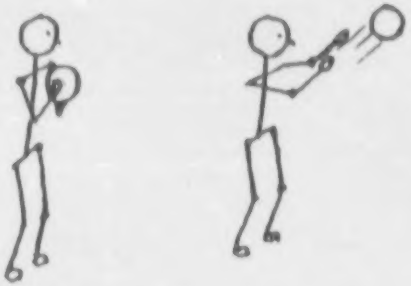
Minimal expectancy: Ability to perform the proper sequence of the shoulder pass

SUGGESTED ACTIVITIES

2.0 **CONCEPT:** Team Games

SUB-CONCEPT: Basketball

2.4 **OBJECTIVE:** Given adequate instruction and participation, the student will perform basketball shooting skills as specified in the following suggested activities.
Minimal expectancy: The student should be able to perform 2 out of 5 suggested activities.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Two hand chest shot AREA: Basketball court with goals or at a designated target EQUIPMENT: Basketballs or balls of similar size PLAYERS: Entire class, four or six per group is ideal if enough balls are available FORMATION: In line, first person practices a shot, gets the ball and gives it to next child in line. Group rotates in this fashion. DESCRIPTION: The student stands in front of the goal. Distance from goal depends on abilities of students. Feet are straddled, shoulder width apart. Ball is held at chest level, hands on both sides of the ball with fingers spread apart. Ball is pushed toward basket as both arms are extended out in front of the body.	Minimal expectancy: The student should be able to demonstrate the proper sequence of the shot. 

SUGGESTED ACTIVITIES

SKILL: Two hand underhand shot

AREA: Basketball court with goals

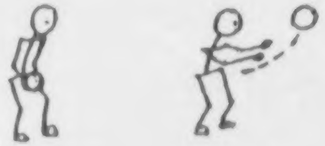
EQUIPMENT: Basketballs or balls of similar size

PLAYERS: Class, four to six per group

FORMATION: Same as for two-hand chest shot

DESCRIPTION: The student stands in front of goal, distance from goal depends on student abilities. Feet are straddled, shoulder width apart. Ball is held in both hands in front of the body, arms straight. Bend at the waist slightly and bring the ball down between the legs. Keeping an eye on the basket, the student straightens the body as he brings his arms up and releases the ball at the top of the arm swing. Aim for the front rim of the basket.

Minimal expectancy: The student should be able to complete the proper sequence of the shot.



SUGGESTED ACTIVITIES

SKILL: One hand push shot

AREA: Basketball court with goals

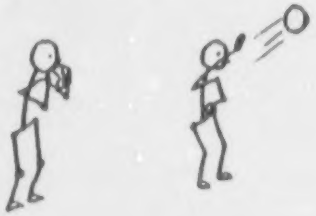
EQUIPMENT: Basketballs or balls of similar size.

PLAYERS: Class, four to six per group.

FORMATION: Same as for two-hand chest shot.

DESCRIPTION: The student holds the ball in the fingers of the dominant hand. In the case of a small hand, the palm may be used. The other hand balances the ball in a position slightly in front of the shoulder of the throwing arm. The elbow of the shooting arm is bent and pointed toward the floor. When taking the shot, the elbow is extended, and at the last moment, the wrist is flexed to send the ball on a direct flight. The foot on the side of the throwing arm is forward to allow all force to be applied along one line to full extension.

Minimal expectancy: Ability to perform the proper sequence of the shot



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SUGGESTED ACTIVITIES

SKILL: Lay-up shot

AREA: Basketball court with goals

EQUIPMENT: Basketballs or similar sized balls

PLAYERS: Class, four to six per group

FORMATION: Each group should line up fifteen feet from the basket at a 45° angle. This is the approach they should take when making a lay-up shot.

DESCRIPTION: The lay-up shot is a one-hand shot, banked off the backboard. The ball is placed against the backboard so that its rebound will then be caught by the basket. The ball is aimed at a point 6 to 8 inches above the goal.
In an effort to place the ball against the backboard rather than throw it, the player must achieve height by reaching with the shooting arm and hand and jumping upward.
Right-handed students approaching from the right side use a hop on the right foot, a step on the left, and a leap into position. This procedure permits complete extension on the side of the shooting arm. This procedure is reversed for left-handed students and they approach from the left side. Eventually students may try to use a lay-up coming in from the opposite side.

Minimal expectancy: Ability to perform the proper steps of the lay-up at a walking pace

SUGGESTED ACTIVITIES

SKILL: Jumpshot

AREA: Basketball court with goals

EQUIPMENT: Basketballs or similar sized balls

PLAYERS: Class 4-6 per group

FORMATION: Same as for two-hand chest shot

DESCRIPTION: The student holds the ball in the fingers of the dominant hand, while the other hand balances the ball in a position slightly in front of the shoulder of the the throwing arm. The elbow is well bent and pointed toward the basket.
To make the jumpshot, the student jumps straight up into the air to gain height so that the ball's trajectory will be flattened. As the student jumps, the elbow is extended, and at the last moment the wrist is flexed to send the ball on a direct flight.
Depending on the age and size of the students, the distance from the basket can be varied.

Minimal expectancy: Ability to complete the proper sequence of the shot

2.0 CONCEPT: Team Games

SUB-CONCEPT: Basketball

2.5 OBJECTIVE: Given adequate instruction and participation, the student will perform basketball pivoting skills as specified in the following suggested activities.
Minimal expectancy: The student should be able to perform two out of three suggested activities.

SUGGESTED ACTIVITIES

SKILL: Pivoting (full)

AREA: Outdoors, playground or court

EQUIPMENT: None

PLAYERS: Class

FORMATION: Groups as in exercises or scattered in personal space

DESCRIPTION: The student stands with feet apart in straddle position, feet parallel and knees slightly bent. One foot, right or left, must remain stationary at all times. The stationary foot is called the pivot foot. The free foot may be moved in any direction forward, or backward, as many times as desired. The pivot foot may not be lifted or dragged. In performing a full pivot, the student uses a continuous movement in the same direction as many times as it takes to complete a circle. Pivot foot may not move.

Minimal expectancy: Perform a proper full pivot.

SUGGESTED ACTIVITIES

SKILL: Pivoting (forward)

AREA: Outdoors, playground or court

EQUIPMENT: None

PLAYERS: Class

FORMATION: Groups as in exercises or scattered in personal space

DESCRIPTION: In performing a forward pivot, the pivot foot remains stationary and the free foot makes one step forward. The free foot may be moved as many times as necessary.

Minimal expectancy: Perform a proper forward pivot.

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SKILL: Pivoting (reverse)

AREA: Outdoors, playground or court

EQUIPMENT: None

PLAYERS: Class

SUGGESTED ACTIVITIES

FORMATION: Groups as in exercises or scattered in personal space

DESCRIPTION: In performing a reverse pivot, the pivot foot must remain stationary. The free foot makes a step to the rear. As long as the pivot foot does not move, this motion may be repeated as many times as necessary.

Minimal expectancy: Perform a proper reverse pivot.

SUGGESTED ACTIVITIES

2.0 CONCEPT: Team Games

SUB-CONCEPT: Basketball

2.6 OBJECTIVE: Given adequate instruction and participation, the student will demonstrate a knowledge of the different positions in basketball through participation in the following activities.
Minimal expectancy: The student should be able to identify names of the positions and where they are located on the court.

SUGGESTED ACTIVITIES

SKILLS: Positions

AREA: Outdoors, basketball court or playground

EQUIPMENT: None

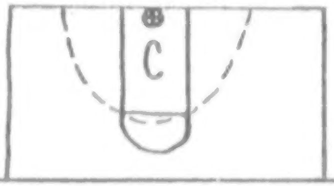
PLAYERS: Class

FORMATION: Class can sit during a lecture on positions. Then different children can be used as examples for each position.

DESCRIPTION: There are five players on a basketball team on the court at one time. These positions include one center, two guards, and two forwards.

Center - The center on offense usually plays from side to side in the free throw area. He usually will take an offensive shot from 15 feet or closer.

Center

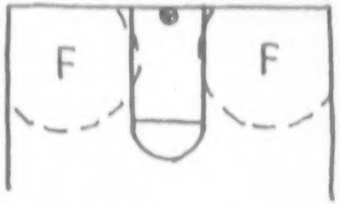


SUGGESTED ACTIVITIES

On defense, the center has the responsibility of breaking up the opponents' plays as the ball comes near the basket.

Forwards - The forwards on offense usually play in the corner of the basketball court. One forward plays the right side, the other, the left. They will take offensive shots from their respective sides.

Forwards



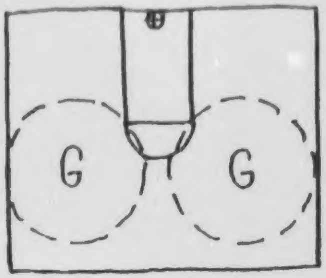
On defense, the forwards are to keep the opponents from getting a close shot at the basket.

Guards - The guards on offense usually play out near the free throw line and in the fore court. The guards are usually the best ball handlers and control the movement of the ball during offensive plays. They will take shots from the

SUGGESTED ACTIVITIES

area of the free throw line, usually about 15 feet.

Guards



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SUGGESTED ACTIVITIES

0 **CONCEPT:** Team Games

SUB-CONCEPT: Basketball

2.7 **OBJECTIVE:** Given adequate instruction and participation, the student will demonstrate the basic skills of dribbling, passing, catching, and shooting in basketball through the use of modified games.
Minimal expectancy: Actively participate in all modified games properly sequencing skills as the game dictates.

SUGGESTED ACTIVITIES

SKILL: Modified Games (Side-line Basketball)

AREA: One half of a basketball court

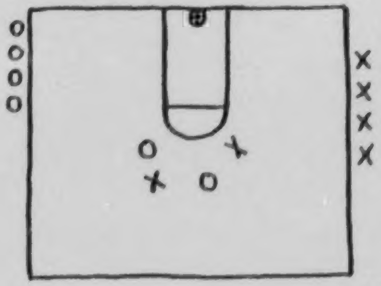
EQUIPMENT: Basketball

PLAYERS: Two teams of 6-8 per team

DESCRIPTION: 1. Two members of each team play on the floor and players line up on the side of the court.
2. Regulation basketball rules are followed, except the ball may be passed to teammates on the side line. Note: Official rules are available in most athletic sports books.
3. Both teams play at the same basket.
4. The defensive team becomes offensive by throwing the ball to a player on the side lines.
5. The center line is out of bounds, and stepping over any line gives the ball to the opposing team on their side line.
6. The ball may be put into play by a center toss up, or by giving the ball on the side lines to the team scored against.

SUGGESTED ACTIVITIES

7. Players on side lines rotate with players on floor.
8. Score 2 points for each basket made and 1 point for each free throw.



SKILL: Modified Games (Nine Court Basketball)

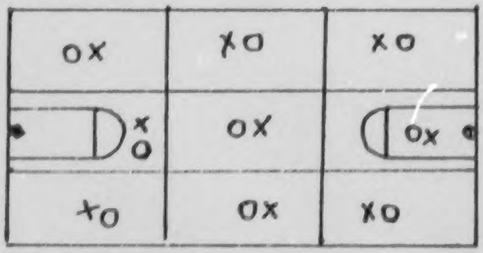
AREA: Basketball court, divided into 9 equal areas with chalk or similar marker

PLAYERS: Two teams of 9 each

EQUIPMENT: Basketball

SUGGESTED ACTIVITIES

DESCRIPTION: 1. Played as basketball, except each player is assigned an area and must stay within that boundary.
2. Players advance the ball toward their goal by passing and may dribble one time. Only forwards may shoot at the goal.
3. Ball is put into play by a center toss up.
4. An unguarded free shot, worth one point, is awarded for fouls, such as blocking, holding, etc.
5. Ball is taken out of bounds for infractions, such as crossing lines, traveling, etc.



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SKILL: Modified Games (Modified Basketball)

AREA: Full basketball court

EQUIPMENT: Basketball

PLAYERS: Each team has 5 players and as many substitutes up to 5. There are two teams.

SUGGESTED ACTIVITIES

DESCRIPTION: Playing time is 4 quarters, 6 to 8 minutes each. Game is started with a jump between the centers from each team in the center of the court. Centers may not touch the ball again until it has touched another player on the court. Each team tries to advance the ball towards its goal in order to attempt offensive shots. After a field goal is made, the ball is to be put into play behind the end line by the opposing team. After a foul is made, a free throw is given the player who was fouled. The other players line up on both sides of the free throw line in an alternate fashion. If the free throw is made, one point is awarded, and the ball is taken out under the basket by the opponents. If the free throw is missed and rebounds into the playing area, it is once again in play. If two opposing players gain possesion of the ball simultaneously, a jump ball is called, and a jump is taken by the two players involved.

VIOLATIONS: 1. Stepping on or over the boundary lines while in possession of the ball
2. Traveling with the ball
3. Double dribble
4. Causing the ball to go out of bounds
5. Kicking the ball or striking it with the fist
6. Stepping over the free-throw line and lane lines before the ball hits the rim of the basket
Penalty for above infractions: The ball is awarded out of bounds to the other team at the side line.

SUGGESTED ACTIVITIES

FOULS: 1. Personal fouls occur when a player makes body contact with an opponent.
2. Technical fouls are those in which a player commits an unsportsmanlike act or delays the game.
3. If a player accumulates five personal fouls during a game, s/he is disqualified from the game. Depending on the length of the class time, the number of fouls can be reduced.
Penalty for above infractions: A free throw is awarded to the player fouled or to any player on the team in the case of a technical foul. A player fouled in the act of shooting is awarded two free throws if the ball does not go in the basket, only one shot if it does.

SCORING: 1. Two points for each field goal.
2. One point for each free throw.

Minimal expectancy: Demonstrates:
Courtesy and respect for others
Knowledge of the rules for scoring
Ability to follow directions of the game

SUGGESTED ACTIVITIES

2.0 CONCEPT: Team Games

SUB-CONCEPT: Football

2.8 OBJECTIVE: Given adequate instruction and participation, the student will perform football passing skills as specified in the following suggested activities.
Minimal expectancy: Ability to properly perform two of three suggested activities

SUGGESTED ACTIVITIES

NOTE: Flag and tag football are the two games of football that are played in elementary schools. These games involve a minimum of contact. It should be taught that for body contact in football, protective gear is required.

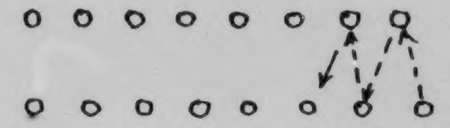
SKILL: Passing (forward pass)

AREA: Playground

EQUIPMENT: Junior-sized footballs

PLAYERS: Class - depending on equipment available, groups of 5-8

FORMATION: With one football, the class will line up in two lines. One student will throw a forward pass to the student opposite him/her. That student will in turn, throw it back, and so on, until each student has had a turn.



SUGGESTED ACTIVITIES

DESCRIPTION: Stand in a forward stride position, with foot opposite throwing arm in front. Hold the throwing hand at the shoulder. Grip the football with fingers touching the lace slightly behind the center of the ball, and the thumb opposite the fingers. The opposite hand holds the front and side of the ball. Keep the elbow reasonably high, draw the ball back past the ear, and rotate the body away from the throw. Rotate the body toward the target, thrust forearm and wrist to allow the ball to roll off the fingers. The roll off the fingers will give the ball the spiral motion.

Minimal expectancy: Ability to complete the proper sequence of the pass

****

SKILL: Passing (lateral)

AREA: Playground

EQUIPMENT: Junior-sized footballs

PLAYERS: Class - depending on equipment available, students can practice in small groups of 5-8.

SUGGESTED ACTIVITIES

FORMATION: Parallel line formation

DESCRIPTION: Lateral passing is pitching the ball underhanded to a teammate. The ball must be tossed sideways or backward. The ball should be tossed with an easy motion, and no attempt should be made to make it spiral.

Minimal expectancy: Ability to perform a sideways and backward lateral in proper sequence

****

SKILL: Passing (centering)

AREA: Playground

EQUIPMENT: Class - depending on equipment available, students can practice in small groups of 5-8.

FORMATION: Students can work with partners. One will center the ball, the other will be the passer.

DESCRIPTION: In centering the ball, it is grasped with the regular passing grip by the throwing hand. The other hand is used merely as a guide and is placed on the side of the ball opposite the throwing hand. The feet are well spread, and the body so balanced that no weight is placed on the ball. The ball is passed between the legs by the throwing arm, the fingers of the opposite hand acting as a guide.

Minimal expectancy: Ability to demonstrate proper stance for centering

SUGGESTED ACTIVITIES

2.0 CONCEPT: Team Games

SUB-CONCEPT: Football

2.9 OBJECTIVE: Given adequate instruction and participation, the student will perform football kicking skills, developing eye-foot coordination skills, as specified in the following suggested activities.
Minimal expectancy: Successfully complete one of two suggested activities

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

SKILL: Kicking (punting)

AREA: Playground

EQUIPMENT: Playground balls - junior sized footballs

PLAYERS: Class

FORMATION: Depending on equipment available, students can use a parallel line formation with only one piece of equipment but with more it can be in groups of four, six, eight, etc.

DESCRIPTION: Punting in football is like that in soccer and practice in either will improve skill in both. Students may first start out practicing with a playground ball or soccer ball.

The football must be held out in front of the right foot at shoulder height. The right hand is under the ball at the center, the left hand is on the front end and to the side of the ball. A step forward is taken with the left foot and the right leg is brought forward with the knee bent and toes pointed. The ball is dropped just before the instep of the foot contacts the long axes of the ball. The leg straightens as contact is made and the follow through is high, with the toes pointing toward the target.

TEACHING SUGGESTIONS:
(1) Make sure the ball is dropped when punting rather than tossed in the air.
(2) Make sure the ball is kicked with instep rather than toes.

Minimal expectancy: Ability to perform the proper sequence of the punt

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SKILL: Kicking (place kick)

AREA: Playground

EQUIPMENT: Junior-sized football

PLAYERS: Class

FORMATION: Depending on equipment available, students can work in small groups.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
DESCRIPTION: In place kicking, the ball may be held so that the long axis is perpendicular to the ground, or it may be slanted slightly backward. The player holding the ball should be so positioned that s/he is on the same side of the ball as the kicking foot of the kicker. The ball should be held on the ground by placing the forefinger on top and the finger should be kept there until the ball is kicked. The kicker should take several steps to get power into the kick as the kicking foot swings forward, the ankle is flexed so that the toe will contact the ball slightly below its center. The opposite foot should be placed near the ball, so that the toe of the kicking foot can meet the ball as the foot rises. Minimal expectancy: Ability to perform the proper sequence of the place kick	

2.0 CONCEPT: Team Games

SUB-CONCEPT: Football

2.10 OBJECTIVE: Given adequate instruction and participation, the student will perform catching skills in football, developing eye-hand coordination skills.
Minimal expectancy: Participate in discussion and practice successful accomplishment of the following suggested activities.

SUGGESTED ACTIVITIES

SKILL: Catching (passed ball)

AREA: Playground

EQUIPMENT: Footballs

PLAYERS: Class

FORMATION: Parallel lines, depending on equipment, smaller groups can be used

DESCRIPTION: The principles of catching any ball should apply to catching a football. Most passes are caught with the thumbs together. The ball should be caught with the fingers and brought into the body. As soon as the ball is secured, it should be brought into the carrying position which is done by putting the hand under and around the end of the ball. The other end is placed in the bend of the forearm and elbow.

Minimal expectancy: Ability to catch a passed ball using the proper sequence from a distance of 10 feet

****

SKILL: Catching (kicked ball)

SUGGESTED ACTIVITIES

AREA: Playgound

EQUIPMENT: Footballs

PLAYERS: Class

FORMATION: Parallel lines. One group kicks, the other catches. Depending on equipment, groups can be small.

DESCRIPTION: In receiving a kicked ball, the player should stand with his feet comfortably spread in a stride position, the knees bent, and the weight on the balls of the feet. This will enable the student to start rapidly after the catch, or to move under the ball if it is misjudged in flight. The hands should be relaxed and held close together in front of the body, the palms facing upward. As the ball settles into the hands, they should "give" with it and bring it close to the body. It should be stressed that the catch is made with the hands, but the ball should be smoothly brought to the body.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
Minimal expectancy: Ability to catch a kicked ball using the proper stance and arm movements	

2.0 CONCEPT: Team Games

SUB-CONCEPT: Football

2.11 OBJECTIVE: Given adequate instruction and preparation, the student will correctly identify the basic position alignment of players on a tag football team.
Minimal expectancy: Correctly identify the names of four positions and the basic functions of each.

SUGGESTED ACTIVITIES

SKILL: Positions

AREA: Classroom, playground

EQUIPMENT: None

PLAYERS: Class

FORMATION: Class lecture

DESCRIPTION: In official football, there are eleven players on each team. In elementary schools, we are learning skills in football without using the contact part of the sport. The games taught in elementary are flag football, tag football and many different lead-ups. The basic offensive positions in the game are:

CENTER

```
    X
  X   X
X X ⊗ X X
```

The center is responsible for hicking the ball to the quarterback and blocking.

SUGGESTED ACTIVITIES

The center is not allowed to be used as a pass receiver.

QUARTERBACK

```
    ⊗
  X   X
X X X X X
```

The quarterback is responsible for receiving the hike and running the offensive plays. The quarterback can pass or run with the ball.

HALFBACKS

```
      X
   ⊗     ⊗
X  X  X  X  X
```

The halfbacks can be used as blockers, runners, or pass receivers.

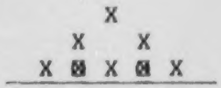
ENDS

```
      X
   X     X
⊗  X  X  X  ⊗
```

SUGGESTED ACTIVITIES

The ends can be used as pass receivers or as blockers.

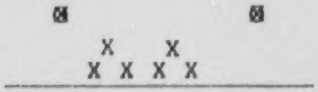
LINEMEN



The linemen are responsible for blocking. They are not allowed to be used as pass receivers.

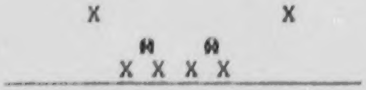
The basic positions in defense are:

DEFENSIVE BACKS



The defensive backs are responsible for stopping the offensive pass from being completed. This is done by either knocking down the ball or intercepting it.

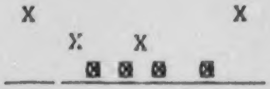
LINEBACKER



The linebackers are responsible for catching the ball carrier if s/he gets through the linemen and also to help defend against the pass along with the defensive backs.

SUGGESTED ACTIVITIES

LINEMEN



The linemen are responsible for rushing the quarterback to break up the plays and to stop the runners from getting into the open field.

TEACHING SUGGESTIONS: If there are more students in the class, the game can be played with as many as eleven on the team. They can be added as extra linemen and pass receivers.

Minimal expectancy: Ability to identify by name at least four positions and the basic functions of each

2.0 CONCEPT: Team Games

SUB-CONCEPT: Football

2.12 OBJECTIVE: Given adequate instruction and participation, the student will perform the basic skills in football of passing, catching, and kicking as specified in the following suggested activities.
Minimal expectancy: Ability to perform basic skills in the suggested activities and to demonstrate sufficient knowledge of rules to effectively play the game

SUGGESTED ACTIVITIES

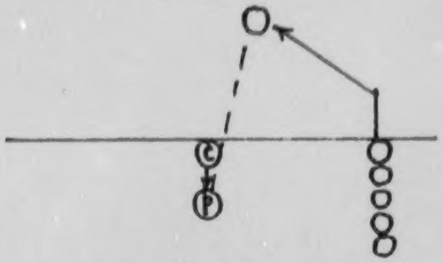
SKILL: Modified Games (Passing to Receivers)

AREA: Playground

EQUIPMENT: Junior-sized football

PLAYERS: Five to ten

DESCRIPTION: One player is designated as the center, one as the passer. The other students designated as receivers line up one behind the other, with the front student on a line parallel to the center, 10-15 feet to either side. As the ball is centered, the first receiver runs forward a short distance, turns sharply (cuts) to the inside, and receives a pass from the passer.



SUGGESTED ACTIVITIES

The receiver then gives the ball back to the center and goes to the rear of the line.

TEACHING SUGGESTIONS: For variations, students can change positions so each can have a turn as a passer, receiver, and center. Also, the receivers can run in different patterns and the passes can vary in length.

Minimal expectancy: Ability to perform catching and passing skills as specified in the above activity

****

SKILL: Modified Game (Touch or Flag Football)

AREA: Playground

EQUIPMENT: Junior-sized football

PLAYERS: Six to eleven on each team

DESCRIPTION: The field should be 60 yards by 30 yards, with the goal line marked off on each end. If only six are on a team, only three may be backfield players.

SUGGESTED ACTIVITIES

PROCEDURE: (1) Kick-off: the game is started with a kickoff from the goal line by the team chosen to put the ball into play. A place-kick is used and if it goes out of bounds before the other team makes contact with it, the ball should be kicked again.

(2) Line of scrimmage: the ball is placed wherever a player is downed and this is called the line of scrimmage. If a pass is attempted and not caught or intercepted, the ball is returned to this line.

(3) Downs: a team is allowed four downs or attempts to move the ball to the next first down line or the goal line. In most elementary schools only four downs are given due to the time length of each class. The ball can be moved forward by passing or running.

(4) Huddle: this term is used when the team meets in a circle to discuss the next play. A certain time limit should be made for the length of the huddle. Example: 30 seconds.

(5) Forward Pass: the ball may be thrown forward by a player from behind the line of scrimmage. The pass does not count if it is thrown from in front of the line of scrimmage. A lateral may be thrown from any point as long as it is thrown behind the passer.

(6) Blocking: a player may block only by putting his/her body in the way of the opponent. A very minimum of body contact is permitted.

SUGGESTED ACTIVITIES

(7) Tackling: no tackling is allowed. If tag football is being played, the body is to only be tagged, and the referee then stops play. If flag football is being played, the flag can be pulled off and dropped on the field. This is where the line of scrimmage will now be.

(8) Punting: all punts must be announced before the ball is centered. Neither team may cross the line until after the ball has been kicked.

(9) Fumbles: when the ball is dropped or fumbled, the first player to touch it gains possession for his/her team. Fumbles may not be advanced.

(10) Scoring: a touchdown is worth six points. One point is awarded as an extra point. The play for an extra point after a touchdown is done in this manner: From a point three yards from the goal line, the ball is placed and the offensive team has one play to try to score. If they cross the line, they are given one point. If they fail to cross the goal line, then the offensive team prepares to kick-off to the opposition.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
PENALTIES: LOSS OF FIVE YARDS (1) Failure to announce a punt (2) Initiating a forward pass in front of the line of scrimmage (3) Off-side: Player over the line of scrimmage before the ball is centered (4) Delay of the game LOSS OF 15 YARDS: (1) Illegal blocking (2) Tackling (3) Unsportsmanlike conduct Minimal expectancy: Correctly interpret, in writing, five of ten rules listed in the suggested activity	

2.0 CONCEPT: Team Games

SUB-CONCEPT: Track and Field

2.13 OBJECTIVE: Given adequate instruction and participation the student will perform the proper sprinting starts as specified in the following suggested activities. Minimal expectancy: Successful completion of two out of four suggested activities

SUGGESTED ACTIVITIES

SPRINTING

SKILL: Standing and crouched starts

AREA: Playground or large indoor area

EQUIPMENT: None

PLAYERS: Class

FORMATION: Using one student as an example, explain the proper steps, then allow the class to form 2 to 4 lines and allow each small group to practice while you watch.

Standing

DESCRIPTION: Stand behind starting line in a forward stride position. Place arms in opposition to legs. Lean forward, but keep weight balanced. Push off on forward leg as the back leg swings forward to take first step. Run to reach maximum speed as quickly as possible.

Crouched start- "On your mark"

on this signal, take a crouched position behind the starting line. Place the right knee on the ground about 6 to 10 inches from the line. Now place the left foot so that the toes touch the ground even with the right knee. Place the hands shoulder width apart, slightly behind the starting line. Form a tripod with the fingertips by placing the index finger and the thumb parallel to the ground and extending the other fingers. Keep arms and back straight and body relaxed.

"Get Set"

On this signal raise the right knee three to five inches from the ground. Have the hips slightly higher than the shoulders. Keep the back in a straight line. Hold the head in a comfortable position and focus the eyes on the ground.

"Go"

On this signal, drive with both legs - right leg and foot start the push and left leg and foot follow. Reach the left arm forward for balance as right foot takes the first step. Gradually raise the body to erect position as succeeding steps are taken.

Note: Usually left handed persons are more comfortable starting with the left knee down.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
Minimal Expectancy: The student will perform the standing start and crouch start skills while executing the proper sequence of moves. Note: Specific types of track and field races are described in the physical fitness area of this guide.	

2.0 CONCEPT: Team Games

SUB-CONCEPT: Track and Field

2.14 OBJECTIVE: Given adequate instruction and participation, the student will perform relay running and baton passing as specified in the following activities. Minimal expectancy: Successful completion of one out of two suggested activities.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Relay running AREA: Outdoors, playground EQUIPMENT: Batons PLAYERS: Divide class into groups of four FORMATION: Each team has eight players, four on each end of the relay area. These groups of four must be in file formation. DESCRIPTION: Tagging In Shuttle Relay- Runners go back and forth across the same space. The lead-off runners start from a crouched position. All the others run from a standing position with right arm extended at shoulder height. They must stay behind the line until touched by a runner or given a baton. Runners always pass right shoulders when tagging, the stationary person has his/her palm up. The runner comes by and places his/her hand on the palm of the stationary person as s/he runs by.	Baton Passing: The baton can be passed in a number of ways. The underarm extension or V pass is best for fifth and sixth graders. Just before the passer and receiver are running evenly, the passer A gives the baton to B who takes it with his/her right hand and quickly transfers it to his/her left. The receiver's hand is turned to the rear with fingers together and thumb open to form a V so that the passer has as large a target as possible to place the baton. SUGGESTIONS: Baton passing can be practiced by having the receiver wait until the passer comes toward him/her at full speed. When the passer gets to within 30 feet the receiver then begins to run from a standing position, forms a V with the right hand behind him/her, and allows the passer to make the exchange just as both runners are matching speed. Minimal expectancy: The student should be able to perform a proper pass with the baton using the V pass.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Track and Field

2.15 OBJECTIVE: Given adequate instruction and participation the student will perform the correct distance running form as specified in the following suggested activity.
Minimal Expectancy: The student will be able to demonstrate successfully the sprint and paced strides.

SUGGESTED ACTIVITIES

SKILL: Distance running form

AREA: Playground

EQUIPMENT: None

PLAYERS: Class

FORMATION: Depending on the area available, any number from one to eight children can run safely on a course marked out. Of course, for general practice the entire class could use distance running as a warm-up.

DESCRIPTION: The distance run can be started with either the crouch start or the standing start, as a quick lead at the beginning is not usually the proper strategy.

Distance running form is quite difficult to describe since there are so many characteristics to look at. But the most important of all is to learn how to pace yourself during the race.

In the 600 yard run described in the physical conditioning area of this guide, the proper strategy in this type of run is to start out with an even stride. This stride should be a type of jogging. For the beginning student, s/he will learn that running fast early will cause him/her to have to slow down considerably during the race and maybe even stop. Eventually, students realize that a proper, even stride throughout the race is the best strategy. Then as they near the finish, the last 50 yards or so can be sprinted.

SUGGESTIONS: Distance running is an excellent exercise to help build up the cardiovascular system. Care should be taken however, during hot weather and with students who have not participated in this type of activity. At the end of the distance run, do not let the students sit down until they have walked around for a few minutes in order to let the body processes slow down to their normal pace!

Minimal Expectancy: The student will be able to demonstrate successfully the sprint and paced strides.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Track and Field

2.16 OBJECTIVE: Given adequate instruction and participation the student will perform the form and steps in hurdling as specified in the following suggested activities:
Minimal Expectancy: The student should be able to jump two of four hurdles in proper form.

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

SKILL: Hurdling-Elementary form, Elementary steps

AREA: Outdoors, playground or track.

EQUIPMENT: Elementary sized hurdles approximately 18 to 24 inches in height. Corrugated boxes can be used with the box cut away leaving only one side and the bottom for support. Remember that the obstacle being jumped must have the ability to fall over immediately if contact is made.

PLAYERS: Twenty- thirty

FORMATION: File formation

Depending on equipment available class could work in smaller groups.

DESCRIPTION: Place four hurdles about 18 to 24 inches high in a distance of 50 yards. The same start is used in hurdles as in dashes. The hurdle is done in the following form and steps. The takeoff for the hurdle begins about 3 to 4 feet in front of the hurdle with the lead leg kicking straight up in front of the body. At the same time the leg is kicked up, the arms thrust forward to give more lift to the body, and the lead leg stretches forward as far as possible. As the lead leg crosses the hurdle, the trailing leg is bent with the knee pointed to the side. The toe of the trailing leg must be raised high enough to clear the hurdle. The lead leg is brought down and touches the ground as close to the hurdle as possible. As the lead leg starts down, the trailing leg comes around and takes the first step toward the next hurdle. The faster the foot touches the ground, the faster the move to the next hurdle.

An uneven number of steps should be taken between hurdles. For the first few lessons, hurdling should be done in the grass.

Common Mistakes:

1. Failure to raise lead leg high enough and keep it straight
2. Failure to use arms to add lift
3. Failure to bring lead leg down fast once it has cleared the hurdle
4. Failure to keep knee of trailing leg pointed to side

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
5. Letting foot of trailing leg drop and and catch hurdle 6. Failure to bring trailing leg around in order to take first step toward next hurdle Minimal Expectancy: The student will clear two out of four hurdles while: a) keeping the body under control b) a smooth motion jumping in	

0 CONCEPT: Team Games

SUB-CONCEPT: Track and Field

2.17 OBJECTIVE: Given adequate instruction and participation, the student will perform jumping skills as specified in the following suggested activities.
Minimal Expectancy: The student should be able to perform one of two suggested activities.

SUGGESTED ACTIVITIES

SKILL: Standing long jump

AREA: Playground or indoor area with adequate space for safety

EQUIPMENT: Tape measure or distance markings on jumping area

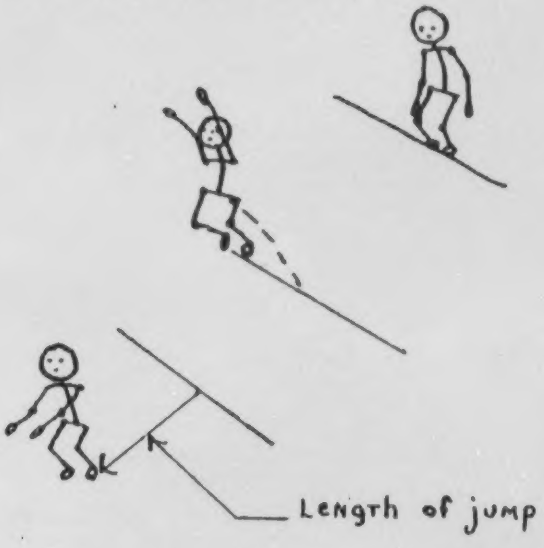
PLAYERS: Class, one at a time if you are taking measurements. Students can practice this jump on their own during the class time.

FORMATION: One person on the starting line

DESCRIPTION: Toe the line with both feet. Then crouch low with knees bent and arms back of hips. The jumper achieves balance and gains momentum by rocking from heel to toe a few times. This serves as a wind-up. Jump forward, carrying both arms and feet forward and upward. On landing, the jumper should reach forward with the hands. The measurement is taken from closest point of contact to the starting line, usually this is the heel mark.

SUGGESTED ACTIVITIES

Minimal Expectancy: The student should be able to perform the jumping pattern in proper sequence. Proper form should be stressed rather than distance.



SUGGESTED ACTIVITIES

SKILL: Running long jump

AREA: Playground

EQUIPMENT: Tape measure

PLAYERS: Twenty-thirty

FORMATION: One person on starting line

DESCRIPTION: This event includes the approach, the jump, and the landing. The approach is to run 16 to 20 strides. You must take off on one foot from the starting board.

The starting board is the area where the last foot is to be placed in order to thrust forward and upward. It is here that great care must be taken to step at the closest point to the end of the board without going over it. This is why the proper stride is very important.

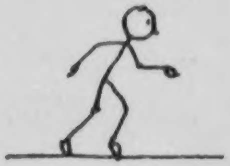
Once in the air, tuck the body as if sitting in a chair and bring feet together.

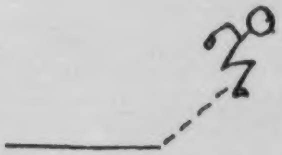
On landing, the legs are forward and arms back. As heels hit the pit, arms are thrust forward so the body will fall forward.

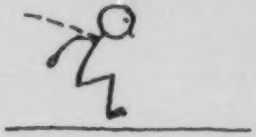
SUGGESTIONS: This type of jump should be done so the student can run on solid ground and land in an area such as a sand pit to absorb the force of impact.

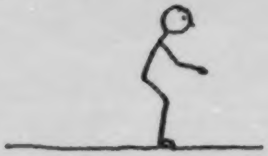
SUGGESTED ACTIVITIES

MINIMAL EXPECTANCY: The student should be able to perform the approach, jump and landing in the proper sequence. Proper form should be stressed rather than distance.









.0 CONCEPT: Team Games

SUB-CONCEPT: Soccer

2.18 OBJECTIVE: Given adequate instruction and participation, the student will perform the soccer skill of "dribbling" as specified in the following activities.
Minimal Expectancy: Successful completion of two out of four of the specified activities

SUGGESTED ACTIVITIES

SKILL: Dribbling

AREA: Playground

EQUIPMENT: 1 ball per student or
1 ball per squad
1 marker 20' from starting point for each child on squad

PLAYERS: All students

FORMATION: Line

DESCRIPTION: Each student will dribble the ball using short, inside of the foot kicks to the marker, circle it, and return to the start. The player must keep the ball close to him and must not lose control of it. The player may walk, if necessary.

Minimal Expectancy: 100% control at a jogging pace

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SKILL: Dribbling - figure eight

AREA: Playground

SUGGESTED ACTIVITIES

EQUIPMENT: 1 ball per student or 1 ball per squad
2 markers 3' apart placed 10' from the starting point
1 marker 20' from the starting point

PLAYERS: All students

FORMATION: Line

DESCRIPTION: Each student will dribble the ball, using short, controlled, inside of the foot kicks between the first two markers, around the 3rd marker, back between the first two markers and return to the start in a figure 8. The player must keep the ball close to him/her and s/he must be in control of it. The player may walk in the beginning if necessary, but must learn to do this at a jogging pace.

Minimal Expectancy: 100% control at a slow jogging pace

SUGGESTED ACTIVITIES

SKILL: Dribbling (Keep Away)

AREA: Playground

EQUIPMENT: 1 ball per two children or, in pairs, one per squad
1 marker 15 yds from starting point

PLAYERS: All students

FORMATION: Pairs

DESCRIPTION: (Keep Away) In pairs, one child has the ball. S/he dribbles it to a marker 15 yds away and dribbles it back to the start. While this player is dribbling, his/her partner tries to steal the ball, and if successful, s/he finishes the course while the first player tries to regain the ball. Whoever has the ball must dribble the marked course while the other player tries to gain control of the ball.

Minimal Expectancy: The student should only lose control of the ball one time.

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SKILL: Dribbling (Around Obstacles)

AREA: Playground

EQUIPMENT: 1 ball per squad
4 markers per squad

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Squad lines facing 4 markers 5 feet apart

DESCRIPTION: Each student dribbles the ball using short, controlled, inside of the foot kicks through a serpentine obstacle course of four cones placed 5' apart.

Minimal Expectancy: 1 of 3 tries at a jogging pace with 100% control

0 CONCEPT: Team Games

SUB-CONCEPT: Soccer

2.19 OBJECTIVE: Given adequate instruction and participation, the student will perform the ball handling skill of "passing" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successfully pass using at least one method

SUGGESTED ACTIVITIES

SKILL: Inside of foot pass

AREA: Playground

EQUIPMENT: One ball per pair of students or squad

PLAYERS: All students

FORMATION: Two students facing each other

DESCRIPTION: Two students face each other approximately 10' apart. With the ball on the ground, player #1 passes it to player #2 using the inside edge of the foot. Student #2 stops the ball, then quickly passes the ball back to his/her partner.

Minimal expectancy: The ball must be passed so the receiver does not have to move in order to stop it.

TEACHING CUES:
1. Turn the kicking foot out.
2. Bend the knee.
3. Turn the leg out, then swing it back.
4. Swing the leg forward and across the body.

SUGGESTED ACTIVITIES

5. Contact the ball slightly below center.
6. Follow the ball toward target with the foot.

COMMON ERRORS:
1. Kicking with the toes.
2. Failure to turn the foot outward.
3. Making contact with the ball too low causing it to rise too high in the air.

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SKILL: Outside of foot pass

AREA: Playground

EQUIPMENT: One ball per pair of students or squad

PLAYERS: All students

FORMATION: Two students facing each other

DESCRIPTION: Two students face each other approximately 10' apart. With the ball on the ground, student #1 passes the ball to student #2 using the outside of the foot pass. Student #2 stops the ball, and quickly passes it back using the same pass. Repeat.

SUGGESTED ACTIVITIES

Minimal expectancy: Each ball is passed so the receiver does not have to move in order to stop it.

TEACHING CUES:
1. Swing the kicking foot in front of the stationary foot.
2. Meet the ball slightly in front of and near the outside of the stationary foot.
3. Swing the kicking foot across and through.

COMMON ERROR: The ball is pushed rather than kicked. Correct this by contacting the ball closer to the stationary foot.

****

SKILL: Top of foot pass

AREA: Playground

EQUIPMENT: One ball per pair of students or squad

PLAYERS: All students

FORMATION: Two students facing each other

DESCRIPTION: Two students face each other approximately 10' apart. With the ball on the ground, student #1 passes the ball to student #2 using the top of the foot pass. Student #2 stops it and passes it back using the same pass. Repeat.

Minimal expectancy: Each ball is passed so the receiver does not have to move to stop it.

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SUGGESTED ACTIVITIES

TEACHING CUES:
1. The kicking leg is swung straight back with the knee bent and the toe pointed toward the ground.
2. The ball is contacted below the center of the foot about where the shoe laces begin.
3. The foot follows through after contact with the leg pointed toward the target.

COMMON ERRORS:
1. The ball is met too high above center-ball does not get off the ground or gain speed.
2. Failure to meet ball squarely.
3. The player does not lean into ball - loses balance.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Soccer

2.20 OBJECTIVE: Given adequate instruction and participation, the student will perform the ball handling skill of "trapping" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successfully trap the ball using at least one method

SUGGESTED ACTIVITIES

SKILL: Foot trap

AREA: Playground

EQUIPMENT: One ball per pair of students or one ball per squad

PLAYERS: All students

FORMATION: Two students facing each other

DESCRIPTION: Student #1 rolls the ball to student #2. Student #2 traps the ball using the sole of the foot, keeping the toes up and the heel down. Student #2 rolls the ball to student #1 so s/he can trap it. Repeat.

Minimal expectancy: The ball must be immediately stopped without bouncing or rolling.

Teaching cues: 1. Keep the toes up and the heel close to the ground.
2. Exert little pressure to stop the ball.
3. Roll the foot over the top of the ball once it taps the sole of the foot.

SUGGESTED ACTIVITIES

Common errors: 1. The foot is held too high.
2. The foot is held too perpendicular to the ground.
3. Pressure not exerted to maintain control.
4. The ball is met too soon (bounces off the foot).
5. The ball is met too late (foot slides off the ball).

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SKILL: Shin (knee) trap

AREA: Playground

EQUIPMENT: One ball per pair of students or one ball per squad.

PLAYERS: All students

FORMATION: Two students facing each other.

DESCRIPTION: Student #1 rolls the ball to student #2. Student #2 traps the ball using the shin (knee) trap, then rolls the ball back to student #1, who also traps the ball using the shin (knee) trap. Repeat.

SUGGESTED ACTIVITIES

Minimal expectancy: The ball must be quickly stopped without rolling, bouncing, or losing control of it.

Teaching cues: 1. Bend the non-stopping knee and lean into the ball.
2. Keep toes of stopping foot on the ground.

Common errors: 1. Resting on the ball - keep weight on back foot.
2. Student is not in line with the ball - it bounces off the leg.
3. Closing trap too soon or too late - ball bounces away.

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SKILL: Chest block

AREA: Playground

EQUIPMENT: One ball per pair of students or one ball per squad

PLAYERS: All students

FORMATION: Two students facing each other

DESCRIPTION: Student #1 throws the ball to student #2 chest high from a distance of 5'-10'. Student #2 blocks the ball with his chest, arms extended to the side, causing it to fall to the ground near his kicking foot. Student #2 then picks up the ball and repeats the drill, allowing student #1 to practice the chest block.

Teaching cues: 1. Keep your eyes on the ball.

SUGGESTED ACTIVITIES

2. Keep arms extended away from the body and ball.
3. Meet the ball with the chest, giving on impact and bringing the shoulders forward in a downward curve.

Common errors: 1. Meeting the ball too soon or too late causing it to bounce off.
2. Touching the ball with a hand.
3. Failure to round the backbone and shoulders on impact to get the ball down.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Soccer

2.21 OBJECTIVE: Given adequate instruction and participation, the student will perform the ball handling skill of "heading" as specified in the following suggested activities.
Minimal Expectancy: Participation in practice and skill drills; successful heading of the ball by causing it to strike a target

SUGGESTED ACTIVITIES

SKILL: Heading

AREA: Playground

EQUIPMENT: One ball per squad

PLAYERS: All students

FORMATION: Student #1 faces the rest of the squad from a distance of 10'. The rest of the squad should be in a single file line.

DESCRIPTION: Student #1 tosses the ball to the first student in line. The ball should form an arc and be descending at head height as it approaches the player. The player hits the ball with his head at the hairline, and tries to return it to student #1, who catches it.

Student #2 takes his place as thrower while student #1 goes to the end of the heading line. Repeat until all students are competent.

Minimal expectancy: The student must head the ball and hit a 4' square target from 10' away.

SUGGESTED ACTIVITIES

TEACHING CUES:
1. Always keep eyes open and on the ball.
2. Hit the ball - do not let it hit you.
3. Contact the ball at the hairline.
4. Give with the shoulders and chest on contact.
5. Use the arms for balance.

COMMON ERRORS:
1. Closing eyes or taking eyes off the ball - miss the ball entirely.
2. Hitting the ball too low over the eyes or too high on head - the ball will shoot off in another direction.
3. Not giving with shoulders and chest resulting in a stiff neck.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Soccer

2.22 OBJECTIVE: Given adequate instruction and practice, the student will perform the ball handling skill of the "throw-in" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice
hit a 4' target from a distance of 25' using the "throw in"

SUGGESTED ACTIVITIES

SKILL: Throw-in

AREA: Playground

EQUIPMENT: 1 ball per group

PLAYERS: All students in groups of six or more.

FORMATION: Three students, one behind the other; three students lined up 10' to 20' away.

DESCRIPTION: Student #1 throws the ball to student #3, using both hands and keeping both feet on the ground. Student #3 throws the ball back to #2 while #1 runs to take #3's place. After each student throws the ball, s/he runs to the end of the opposite line and prepares to repeat the catch and throw-in. Continue until proficient.

Minimal expectancy: Student #3 does not have to move to catch the ball.

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SKILL: Throw-in (Target)

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SUGGESTED ACTIVITIES

AREA: Playground

EQUIPMENT: One ball per group
1 4' target per group

PLAYERS: All students in equal groups of five or more.

FORMATION: Four or more students in a line, one student by target 20' from line.

DESCRIPTION: Students are placed in groups of five with a target and soccer ball. One student is placed 5' behind the target which is 20' from the other four students who are in a line formation. After the first student throws the ball, using the proper form, at the target, this student then goes and stands behind the target. The student originally placed behind the target then retrieves the ball and goes to the end of the throwing line. This process is continued until the students are proficient.

Minimal Expectancy: Hit the target three of five tries.

Teaching Cues: 1. Keep both feet on the

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
ground but not necessarily side by side (one can be in front of the other). 2. Keep the eyes on the target. 3. Use the whole body to throw the ball, not just the arms. Common errors: 1. Both feet not left on the ground - the normal throwing pattern is to step on the foot opposite the dominant hand. 2. The ball falls short of the target - have the student stand closer until he develops power by throwing with the whole body not just the arms. 3. The ball misses the target to the right and left-not keeping eyes on the target. Eye contact must be constant.	

CONCEPT: Team Games

SUB-CONCEPT: Soccer

2.23 OBJECTIVE: Given adequate instruction and participation, the student will perform the ball handling skill of "kicking" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successfully kick the ball using one method

SUGGESTED ACTIVITIES

SKILL: Punt

AREA: Playground

EQUIPMENT: 1 ball per two students or per group

PLAYERS: All students in groups of two or more

FORMATION: 2 equal lines or two students facing each other

DESCRIPTION: Student #1 stands facing student #2, 10' to 30' apart. Student #1 punts the ball to student #2, who controls it, then punts it back. Continue until proficient.

Minimal expectancy: Student #2 does not have to move more than 6" in any direction to gain control of the ball.

Teaching cues: 1. Keep the eyes on the ball through the point of contact.
2. Meet the ball about 6" - 9" above the ground, etc.

SUGGESTED ACTIVITIES

3. Follow through with kicking leg, placing weight on back leg.

Common errors: 1. The student takes his eyes off the ball causing him/her to miss it or kick it off target.
2. The student contacts the ball too high or too low on the foot, causing it to roll or go straight up and down.

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SKILL: Place kick

AREA: Playground

EQUIPMENT: 1 ball per two students or per group

PLAYERS: All students in groups of two or more

FORMATION: 2 equal lines or two students facing each other, 10' to 30' apart.

DESCRIPTION: Student #1 kicks the ball to student #2 who controls it and returns the kick. The place kick is used with a stationary ball and an inside of the foot pass. (see p. 98)

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
Minimal expectancy: Student #2 does not have to move to receive the ball.	

2.0 **CONCEPT:** Team Games

SUB-CONCEPT: Soccer

2.24 **OBJECTIVE:** Given adequate instruction and participation, the student will perform the ball handling skills necessary for "goalkeeping" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and demonstration; successful defense of a goal in 2 out of 5 scoring efforts

SUGGESTED ACTIVITIES

SKILL: Goalkeeping

AREA: Playground

EQUIPMENT: Ball, goal, penalty area

PLAYERS: One goalkeeper per team, two teams per field

FORMATION: See "positions" (p.109)

DESCRIPTION: While the goalkeeper must be proficient in all soccer skills, s/he must also be able to catch a ball since s/he is the only player on the team who may use his/her hand.

Minimal expectancy: The goalkeeper must block 2 of 5 attempted goals.

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SKILL: Goalkeeping (Circle line soccer)

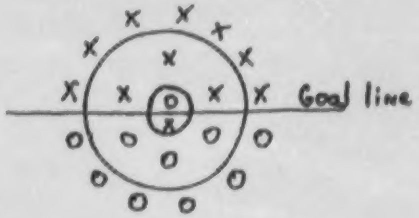
AREA: Playground

EQUIPMENT: Ball

PLAYERS: 8-12 students per team

SUGGESTED ACTIVITIES

FORMATION: See diagram



DESCRIPTION: Each team tries to kick the ball over the goal line while the goalie tries to prevent this. The goalkeeper stays inside the inner circle (goal) and may use all soccer skills as well as the goalkeeping skill of catching to prevent a score. The forwards play inside the outer circle, but do not enter the smaller circle. The fielders, who play outside the larger circle, field the ball and may shoot for a score or pass to a forward. When the goalie stops a ball, s/he passes it to his/her fielders who then try for a score. After each score, the goalie becomes a fielder and one forward becomes the goalkeeper.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
Minimal expectancy: The goalkeeper should use all basic soccer skills as well as the goalkeeping skill of catching to stop attempted scores.	

2.0 **CONCEPT:** Team Games

SUB-CONCEPT: Soccer

2.25 **OBJECTIVE:** Given adequate instruction and participation, the student will correctly identify the positions of a soccer team as specified in the following suggested activities.
Minimum expectancy: participation in discussion and practice and correctly identify the positions of 5 players

SUGGESTED ACTIVITIES

SKILL: Identification of players and positions

AREA: Classroom

EQUIPMENT: Pencil, paper

PLAYERS: All students

FORMATION: At desks

DESCRIPTION: Each student shall correctly list the positions of a soccer team and identify where they are located on the soccer field.

PLAYERS:
1. Goalie
2. Right fullback
3. Left fullback
4. Right halfback
5. Center halfback
6. Left halfback
7. Outside right forward
8. Inside right forward
9. Center forward
10. Inside left forward
11. Outside left forward

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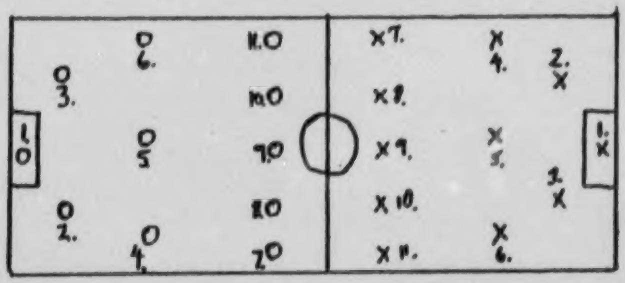
SUGGESTED ACTIVITIES



Minimal expectancy: Correct identification and placement of 5 players.

TEACHING CUE: Students must learn to "play their position" and not just follow the ball over the field. Forwards cover a large area extending from their own halfbacks to their opponents goal. Halfbacks may move from their goal to the center line, and fullbacks help in defense of their goal while moving forward, but only to the halfback's position.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Soccer

2.26 OBJECTIVE: Given adequate instruction and participation, the student will participate in a modified soccer game as specified in the following activities.
Minimal expectancy: Successful participation in a modified game, as follows: 4th grade - line soccer; 5th grade - zone soccer; 6th grade - soccer

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

SKILL: Line soccer

AREA: Playground

EQUIPMENT: One ball, two lines 60' apart with end markers

PLAYERS: All players split into an even number of groups (i. e., 2, 4, 6 groups).

FORMATION: Each group lines up facing another, 60' apart.

DESCRIPTION: Each player is given a number. The leader calls a number and rolls a ball into the center of the play area. The player from each team with the number called goes after the ball and attempts to score by kicking the ball past the opponent's goal (line). Players on the line may trap, block or kick the ball to prevent a goal. If a ball goes past the line and is not above shoulder height, a point is scored. Play continues until all numbers have been called at least once.

Minimal expectancy: Each student must participate in the game.

TEACHING CUES:
1. Use a slightly deflated ball.
2. As players' competency increases, call two or more numbers at once.
3. Encourage dribbling the ball close to the line before kicking for a goal.

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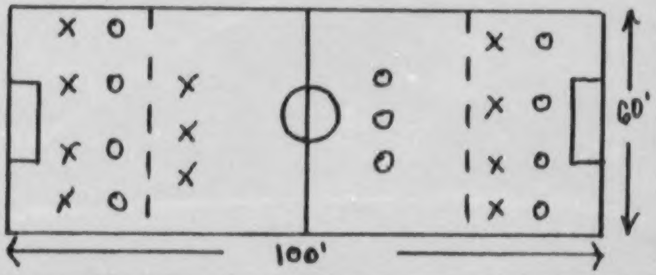
SKILL: Zone soccer

AREA: Playground

EQUIPMENT: Rectangular field of 100'x60', one ball per two teams

PLAYERS: 11 per team, 2 teams

FORMATION: Two teams in three zones



SUGGESTED ACTIVITIES

DESCRIPTION: Each team is divided as shown. The object is to kick the ball over the opponent's goal line. The game begins with a kick-off. Players on teams in zone 1 are goal guards - they must stay in zone 1. Players on team in zone 1. are halfbacks - they may play in zones 1 and 2. Players on team in zone 3 are forwards - they may play in zones 2 and 3. A point is scored when the ball is kicked over the goal line. After each point is scored, players rotate positions: forwards become goal guards, goal guards become halfbacks, and halfbacks become forwards. No score can be made on a kick-off.

Minimal expectancy: Each student must play at least one position.

TEACHING CUES:

FOULS:
1. Touching the ball with hands or forearms except for goal guards
2. Pushing, shoving, or blocking
3. Going over zone lines
4. Kicking ball over the heads of the goal guards

PENALTIES: For fouls 1, 2, 3 - a free kick
For foul 4 - a throw-in

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SKILL: Soccer

AREA: Playground

SUGGESTED ACTIVITIES

EQUIPMENT: Field 300' x 180' - one ball

PLAYERS: 22 - 11 per team

FORMATION: As in positions (p.109)

DESCRIPTION: The soccer game is started by a kick-off: the offensive center forward kicks the ball to a team-mate from the center circle. The opponents must remain outside the circle until the ball has been touched; then players on both teams may cross the center line and play the ball. The ball is moved down the field toward the opponent's goal by dribbling or by passing to another team-mate. The defending players try to intercept the ball and thus become the offense.

Minimal expectancy: Each student must play at least one position in at least one game.

TEACHING CUES: (RULES)
1. No unnecessary roughness - penalty - free kick or penalty kick by opposing team:

Penalty kick - Awarded when foul is committed by the defensive team in penalty area. The offensive team takes a penalty kick from the penalty mark with all players except the goalie outside the penalty area.

Free kick - Awarded for any foul committed outside the penalty area, and is kicked from the spot of the foul. Opponents must be 10 yards away.

SUGGESTED ACTIVITIES

2. Ball kicked over sideline - opposing team given a throw-in
3. Ball kicked over goal line but not through goal - goalie kicks ball back into game (offensive foul)
4. Ball kicked over goal line but not through goal - offensive team corner-kick (defensive foul)
5. One point scored per goal - kick-off after a goal is scored

FOULS:
1. Carrying - the goalie takes more than two steps with the ball in his hands
2. Handling - a player touching the ball with any part of his hand or arm between the wrist and shoulder
3. Pushing - moving an opponent away with hands or body

SUGGESTED ACTIVITIES

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2.0 CONCEPT: Team Games

SUB-CONCEPT: Softball

2.27 OBJECTIVE: Given adequate instruction and participation, the student will perform the ball handling skill of "throwing" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successfully throw the ball using at least one of three methods

SUGGESTED ACTIVITIES

SKILL: Underhand throw

AREA: Playground, classroom

EQUIPMENT: One softball per group (playground) or one fluff ball per group (inside)

FORMATION: One large circle with all students facing the center

DESCRIPTION: One student starts by throwing the ball with an underhand motion to the player next to him/her. Each player must catch the ball and throw it to the next player in the same manner. Each team scores one point for a round completed without an error.

Minimal expectancy: Two rounds

TEACHING CUES:
(1) Hold the ball in the dominant hand.
(2) Draw the ball back behind the hips.
(3) Step on the opposing foot as the ball is brought forward.
(4) Release the ball so the fingers are pointing at the target.

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SUGGESTED ACTIVITIES

(5) Follow through by allowing the throwing hand to continue to shoulder height.

COMMON ERRORS:
(1) The ball is not thrown far enough - lack of power probably due to lack of opposition - have student step on opposite foot.
(2) The ball goes too low - fingers pointed down and release made too early - hold the ball longer.
(3) The ball goes too high - fingers pointed up and release made too late - let go earlier.

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SKILL: Overhand throw

AREA: Playground, classroom

EQUIPMENT: One softball per group (playground) or one fluff ball per group (inside)

PLAYERS: All students divided into equal groups of 6 or more

FORMATION: A circle with all students

SUGGESTED ACTIVITIES

facing the center

DESCRIPTION: On signal, the student with the ball throws it with an overhand throw to any student in the circle who is not next to him/her. That student does the same thing until one group has completed 25 consecutive catches and overhand throws.

Minimal expectancy: 25 throws and catches per group

TEACHING CUES:

(1) Throw with the dominant hand.
(2) Draw the ball back over the shoulder and behind the head.
(3) Step on the opposite foot as the arm begins moving forward.
(4) Rotate the throwing elbow until it is pointed at the target.
(5) Rotate the wrist just prior to releasing the ball.
(6) Point the fingers at the target.
(7) Follow through in front of the body and across the opposite leg.

COMMON ERRORS:
(1) The ball goes off target or low - releasing the ball too soon (high) or too late (low).
(2) The ball does not get to the target due to lack of power - no weight shift to opposing leg; no rotation of shoulders, elbow or wrist; no follow through.

SUGGESTED ACTIVITIES

SKILL: Side arm throw

AREA: Classroom, playground

EQUIPMENT: One softball or one fluff ball per group

PLAYERS: All students in pairs or in groups of up to 4 students

FORMATION: Two students facing each other or one student facing two or three side by side

DESCRIPTION: The students stand 10' to 30' apart. The first student throws the ball to the second using the sidearm throw. The second student catches it and returns it using the same throw. Continue until the signal to stop.

Minimal expectancy: The student must throw the ball quickly and directly at the receiver.

TEACHING CUES: This throw is used for short distances when the ball must be thrown quickly.
(1) The ball is drawn back to ear level in the dominant hand; elbow is well back.
(2) To throw the ball, the elbow is extended and the wrist is rotated with a snap.
(3) There is little follow through with the arm only falling across the body.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
COMMON ERRORS: (1) The student takes too much time to "get set" before throwing - this throw must be done quickly. (2) Ball off target - the elbow must be extended and wrist snapped forcefully for power.	

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2.0 CONCEPT: Team Games

SUB-CONCEPT: Softball

2.28 OBJECTIVE: Given adequate instruction and participation, the student will perform the ball handling skill of catching/fielding as specified in the following specified activities.
Minimal expectancy: Participation in discussion and practice; successful catching/fielding using one method

SUGGESTED ACTIVITIES

SKILL: Ground balls

AREA: Playground

PLAYERS: All players in groups of 7 or 8

EQUIPMENT: 1 ball per group (gloves are helpful, but not necessary)

FORMATION: One player with a ball facing a line of 6 players 30' away

DESCRIPTION: The player with the ball throws it as hard as possible along the ground toward the line of players. The receiver closest to the ball fields it before it crosses his/her line. Each ball that does not cross the line scores one point. Rotate thrower with fielders.

Minimal expectancy: 10 points scored per team out of 15 throws

TEACHING CUES:
(1) Always keep the eyes on the ball.
(2) Be relaxed, but alert.
(3) Move forward to meet the ball.

SUGGESTED ACTIVITIES

(4) Get in line with the ball at once and stay there!
(5) Bend knees; place the hands (glove) with the fingers touching the ground, palm up.
(6) Trap the ball with the upper hand against the fielding hand.

COMMON ERRORS:
(1) Failure to keep the eyes on the ball-missing it.
(2) Body is out of line with ball allowing it to roll by fielder.

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SKILL: Fly balls (Softball pop-up)

AREA: Playground

PLAYERS: All players in groups of 6-8

EQUIPMENT: One ball per group (gloves are helpful, but not necessary)

FORMATION: One team (fielding) scattered inside a 50' circle, the other team (throwing) standing along the circumference.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
DESCRIPTION: A number is assigned to each thrower and a corresponding number to each fielder. The thrower tosses the ball as high as possible - the fielder with the same number must try to catch it. One point is scored for each successfully caught ball. Change places after each member of the throwing team has had one turn. Minimal expectancy: One half of the balls thrown should be successfully caught. TEACHING CUES: (1) Always keep the eyes on the ball. (2) Be relaxed, but alert. (3) Get in line with the ball at once and stay with it. (4) Reach up to meet the ball with both hands keeping the fingers curved and palms up. (5) "Give" with hands and arms as the ball is caught. (6) Take the ball in front of the body. COMMON ERRORS: (1) Taking eyes off the ball - missing it entirely. (2) Rigid arms and hands - causes fumbling. (3) Failure to bring ball into body ("give") causes dropping after catching. 146	

2.0 CONCEPT: Team Games

SUB-CONCEPT: Softball

2.29 OBJECTIVE: Given adequate instruction and participation, the student will perform the softball skill of "batting" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful contact of ¼ of pitched balls

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Batting (Team Pepper) AREA: Playground PLAYERS: All students divided into groups of 8-10 EQUIPMENT: One bat and one ball per group FORMATION: All players but one on the circumference of a large circle. One student in the center with the bat. DESCRIPTION: Each player pitches the ball to the batter who in turn bats it to the player on the pitcher's left. This player fields the ball and becomes the pitcher. After all players have pitched and fielded the ball, the first pitcher becomes the batter and the second round is begun. Continue until all players have had a chance to bat.	Minimal expectancy: Successful contact with 3 of 7 pitched balls TEACHING CUES: All instructions are given for a right handed batter. Reverse for left handers. (1) Right hand placed above left and close to it; left hand several inches above end of bat. (2) Grip the bat firmly, but do not be tense. (3) The student should be far enough from the base so the end of the bat comes to the far edge of the plate in the middle of the swing. (4) Body is bent slightly at the waist, with shoulders over toes. Knees are slightly bent. Left shoulder is slightly closer to plate than right. (5) Left foot is 8-10" ahead of right-left toes pointed toward pitcher with right toes at a right angle to plate or feet parallel. Right foot is opposite back corner of plate. (6) To start the stroke, have elbows and right wrist bent, left arm comfortably reaching across the chest, with elbows

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
well out from body, and left elbow in line with hand. (7) Swing bat smoothly, parallel to the ground. KEEP THE EYES ON THE BALL. (8) As the bat meets the ball, extend elbows. (9) Step into the ball, with the step completed as the ball is hit. (10) Follow through after hitting the ball by completing the swing, right palm down, weight on left foot. COMMON ERRORS: (1) Looking away from ball (2) Choppy swing - resting bat on shoulder instead of holding it off shoulder (3) Swinging at only good balls.	

2.0 CONCEPT: Team Games

SUB-CONCEPT: Softball

2.30 OBJECTIVE: Given adequate instruction and participation, the student will perform the ball handling skill of "pitching" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successfully hitting a target 1 of 3 times

SUGGESTED ACTIVITIES

SKILL: Pitching (Target Pitch)

AREA: Playground

PLAYERS: All students in equal groups of 6

EQUIPMENT: One ball and one target per group; two lines 45' apart with targets (3'x1½') placed 1' above the second line

FORMATION: Each group in a single file line behind the first player; each group must be behind the second line.

DESCRIPTION: The target marked is the strike zone. Each team tries to get as many pitches as possible to hit inside the strike zone. The pitcher retrieves his/her own ball, throws it to the next player, and goes to the end of his/her line. One point is scored for each pitch that lands inside the strike zone.

Minimal expectancy: One out of three pitches must hit inside the target.

SUGGESTED ACTIVITIES

VARIATION: Suspend 3' hoops 1' off the ground. Have two players face each other 45' apart with the hoop in between them. Pitch the ball to each other making sure it passes through the hoop each time.

TEACHING CUES:
(1) Stance: Feet parallel and slightly separated. Hands at the chest - left hand covering right hand, fingertips just over a seam.
(2) Pitch: Bring the ball down and back until it is past the hips. As the arm begins its forward motion, begin to step onto the opposite foot, ending the step with the release of the ball. Point the fingers in the direction the ball is to go.
(3) Follow through: End with weight on left foot just before assuming fielding position with both feet parallel. Arm continues its swing before being brought in front of body for fielding preparation. Keep the eyes on the target at all times!

2.0 CONCEPT: Team Games

SUB-CONCEPT: Softball

2.31 OBJECTIVE: Given adequate instruction and participation, the student will demonstrate the softball skill of base running as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; run around the bases touching all four in order

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

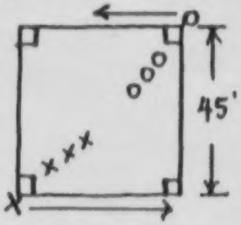
SKILL: Base running (Around the Bases)

AREA: Playground

PLAYERS: All students divided into groups of 6

EQUIPMENT: One set of bases per two groups

FORMATION: Each team lines up inside the diamond diagonally opposite each other.



DESCRIPTION: On the starting signal, the first runner on each team begins running the bases in the indicated direction. Each runner must tag all four bases, then go to the end of his/her line. When the previous runner tags the last base, the next runner on his/her team begins. Each team tries to overtake the other in order to have all runners finished before the other team does.

Minimal expectancy: Each runner must tag all four bases.

TEACHING CUES:
(1) Base running begins in the batter's box as soon as the ball is hit. Stepping into the ball with the right foot when batting will save the runner a step toward first.
(2) The batter should try to reach first on every hit, regardless of the hit.
(3) Look for the ball when about half way to first base - then make the decision as to stop or try for extra bases.
(4) Run beyond first if the runner is not going to try for second base.
(5) If trying for second, tag the inside corner of first as the turn is made. (Applicable for second and third also.)

COMMON ERRORS:
(1) Running outside the baseline to avoid being tagged - the runner may go only 3' wide.

SUGGESTED ACTIVITIES

(2) Hesitation in the batter's box - run out every hit, no matter what is is.

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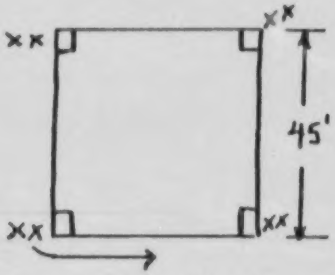
SKILL: Base running (Around the Horn)

AREA: Playground

PLAYERS: All students in groups of 8

EQUIPMENT: One set of bases per two groups; one ball per group

FORMATION: The bases are 45' apart. Two fielders are positioned at each base. The runner is on home, with the other 7 team members lined up behind home.



DESCRIPTION: On signal, the runner starts around the bases while the first fielder throws the ball from home to first. The runner tries to tag all three bases and home before the ball is thrown twice around the bases. One fielder at each base catches the ball the first time around; the second fielder at that base catches it the second time around. After each runner has had a turn, change sides.

SUGGESTED ACTIVITIES

Minimal expectancy: Each runner must tag each of the four bases.

0 CONCEPT: Team Games

SUB-CONCEPT: Softball

2.32 OBJECTIVE: Given adequate instruction and participation, the student will demonstrate a knowledge of softball positions as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successfully identify 4 players, their positions, and locations on the field

SUGGESTED ACTIVITIES

SKILL: Positions

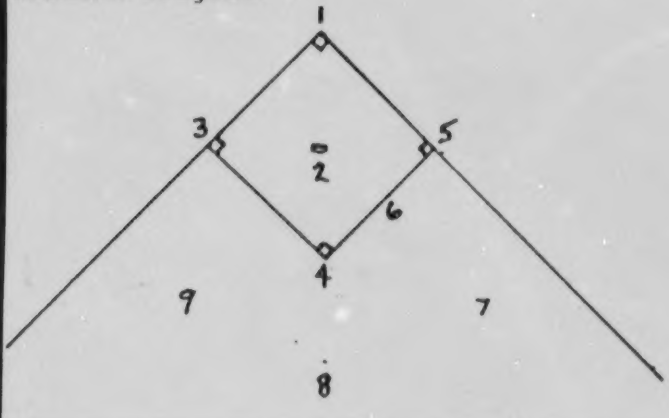
AREA: Classroom

PLAYERS: All students

EQUIPMENT: Pencil and paper

FORMATION: At desks

DESCRIPTION: The student will correctly place the softball players and name their positions when given a blank softball diamond diagram.



SUGGESTED ACTIVITIES

1. Catcher
2. Pitcher
3. 1st baseman
4. 2nd baseman
5. 3rd baseman
6. Shortstop
7. Left fielder
8. Centerfielder
9. Right fielder

Minimal expectancy: Correctly name and place 4 out of 9 players.

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SKILL: Positions

AREA: Playground, softball diamond with bases

PLAYERS: All students

EQUIPMENT: Softball diamond with bases

FORMATION: Line

DESCRIPTION: Ask each student to go to four positions when named by the instructor.

Minimal expectancy: Correctly run to four of the nine positions.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Softball

2.33 OBJECTIVE: Given adequate instruction and participation, the student will perform the softball skills necessary for successful participation in modified games of softball as specified in the following suggested activities. Minimal expectancy: Show courtesy and respect for others while participating in modified games and demonstrate a knowledge of the rules as evidenced by effective participation.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Modified game (Circle softball) AREA: Playground PLAYERS: 6-8 per team EQUIPMENT: 1 softball, 1 bat per 2 teams FORMATION: 1 large circle (50' diameter); batting team lined up away from the batting area; fielding team around the outside of the circle DESCRIPTION: Number each player on each team. Each fielder pitches to the batter with the same number - each fielder then is a pitcher once in each inning. Each batter receives 5 pitches. S/he tries to hit each ball outside the circle. The fielders try to stop each batted ball. One point is scored for each ball that goes outside the circle. When each player has batted, the teams change positions. Minimal expectancy: Each player must participate as a fielder, a pitcher, and as a batter.	SKILL: Modified game (Long ball) AREA: Playground PLAYERS: All students, 6-8 per team EQUIPMENT: 1 softball and 1 bat per two teams, softball diamond, bases. FORMATION: Batting team lined up away from the batting area; fielding team in fair territory DESCRIPTIONS: One base is positioned approximately where second base is located. Each batter has 3 tries to hit a ball into fair territory. The batter then runs to the base, tags it, and decides if s/he has enough time to return home. A batter whose ball is caught before it bounces is out. If the ball is thrown to the base before the batter reaches it, or if s/he is tagged with the ball while off base, s/he is out. Each team is allowed 3 outs per inning, then the teams change positions. Each team scores one point for each

SUGGESTED ACTIVITIES

batter who safely goes from home to the far base and back.

Minimal expectancy: Each player must participate in batting and fielding.

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SKILL: Modified game (softball)

AREA: Playground

PLAYERS: All students in groups of 9

EQUIPMENT: 1 ball, 1 bat, 1 set of bases, 1 diamond per two teams

FORMATION: The official game consists of seven innings. Each team consists of nine players plus substitutes. Once a player has been removed from a game, s/he may not reenter it.

RULES

Strike:
1. Batter swings at a pitched ball and misses.
2. A pitched ball is in the strike zone (above knees and below armpits of batter) and the batter does not swing.
3. A foul ball that is not caught - may be strike 1 or 2, but never 3.
4. A batter is hit by his/her own batted ball - may be strike 1 or 2, but never 3.

Balls:
1. A ball not in the strike zone and the batter does not swing.

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SUGGESTED ACTIVITIES

2. A ball that touches the ground in front of the plate.

Fair ball:
1. Lands in fair territory in the infield or outfield
2. Touches any base

Foul Ball:
1. Settles in foul territory outside of the first base or third base line.
2. First touches in foul territory beyond first or third bases

Batter Out:
1. After the third strike is caught by the catcher
2. Swings and misses the third strike
3. Bunts foul after the second strike
4. A foul ball is legally caught
5. Infield fly rule - s/he hits an infield fly with runners on 1st and 2nd or 1st, 2nd and 3rd bases with less than 2 outs.

Baserunner Out:
1. Catcher drops the third strike but the runner on 1st base is tagged before the runner reaches first.
2. The ball is thrown to first base before the runner reaches first base.
3. The runner is tagged with the ball while not in contact with a base.
4. A fly ball is caught.
5. S/he runs outside the base path (See baserunning, p.121)
6. S/he leaves the base before the ball is pitched.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
7. S/he fails to "tag-up" after a fly ball is caught. 8. S/he is hit by a fair batted ball. SCORING One run is scored for each player who successfully touches all bases and reaches home without being put out by the fielding team. Minimal expectancy: Each student must participate as a fielder and as a batter.	

0 CONCEPT: Team Games

SUB-CONCEPT: Volleyball

2.34 OBJECTIVE: Given adequate instruction and participation, the student will perform the ball handling skill of serving as specified in the following suggested activities.
Minimal expectancy: Participate in discussion and practice; successfully serve using one of the two methods

SUGGESTED ACTIVITIES

SKILL: Underhand serve (Target ball)

AREA: Playground, auditorium

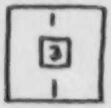
EQUIPMENT: Volleyballs, targets, line 30'-40' from the target

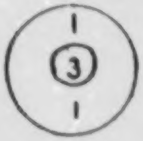
PLAYERS: All students in groups of 6-10

FORMATION: Lines behind the serving line

DESCRIPTION: Each group stands behind the pitching line facing a four foot target. Each target should be two feet off the ground. Using the underhand serve, each player tries to hit the target. The team gets the number of points designated for the area the ball hits.

Minimal expectancy: Each student should hit the target in two out of five attempts.





SUGGESTED ACTIVITIES

Teaching cues: All cues are given for a right handed server. Reverse for left handed students.

Stance: Knees bent with the left foot a little ahead of the right. The ball is held in the left hand which is to the front and right of the body.

Swing: The right arm should be brought up high behind the body. It is then brought forward under the shoulder with the elbow straight. The server hits through the ball and allows the contact arm to continue forward and up.

Contact: The ball is tossed slightly just before contact so that it is not resting on the left hand as it is hit. On contact the weight is shifted to the left foot. The Ball is contacted with the heel of the hand (open hand), or with the heel and knuckles (closed hand).

Common errors: The student takes his/her eyes off the ball - it will be hit off center.

SUGGESTED ACTIVITIES

The ball goes into the net - the server hits it above the midline of the ball. The ball goes up and down on the same side- the ball is contacted below the midline. The ball goes out of bounds on the side - the server's follow through is off center.

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SKILL: Overhand serve (Target ball)

AREA: Playground

EQUIPMENT: Volleyballs, targets, line 30' - 40' from the target

PLAYERS: All students in groups of 6-10

FORMATION: All groups in lines behind the pitching line.

DESCRIPTION: (See underhand serve, p. 127) In serving, the overhand serve will be used instead of the underhand serve.

Minimal expectancy: The student should hit the target in three out of seven attempts.

Teaching cues: All cues are given for right handed students. For left handers reverse the procedure and stance.

Stance: The ball is held in the left hand in front of the right shoulder. The right is on the back side of the ball. The left foot is forward with the weight equally distributed on both feet.

SUGGESTED ACTIVITIES

Swing: The ball is tossed just above the head and in front of the right arm and shoulder. The right hand is drawn back behind the ear close to the head. After contact the arm is allowed to continue in the direction of the flight of the ball.

Contact: Contact is made at the center and the side of the ball with the heel of the hand, the heel and closed fingers, or the heel and the fist.

Common errors: The server takes his/her eyes off the ball - the ball will be mis-hit.

The ball goes into the net - the toss is too far out in front or too low.

The ball goes over the end line - the toss is too high.

The ball goes out of the sidelines - the ball is hit off center.

2.0 CONCEPT: Team Games

SUB-CONCEPT: Volleyball

2.35 OBJECTIVE: Given adequate instruction and participation, the student will perform the ball handling skill of volleying as specified in the following suggested activites.
Minimal expectancy: Participation in discussion and practice; successfully volleying using two of the five methods

SUGGESTED ACTIVITIES

SKILL: Chest pass

AREA: Playground

EQUIPMENT: 1 ball per group

PLAYERS: All students in groups of six - eight

FORMATION: 1 line facing one player, 10 - 12' away

DESCRIPTION: The lone player tosses the ball to each student who in turn passes it back, then goes to the end of his/her line. Each toss must be above the chest level in order to correctly execute the pass.

Minimal expectancy: Three out of seven tosses must be returned to the passer.

Teaching cues: 1. Hands should be held with palms facing forward and upward, and with thumbs toegther. Fingers are spread and flexed, wrists bent back.
2. Knees should be bent, left foot forward, body tilted slightly back.

SUGGESTED ACTIVITIES

3. When the ball is hit, the palms turn inward and the elbows are straightened.
4. The arms and body should follow through in the direction the ball is to go.

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SKILL: Set-up

AREA: Playground

EQUIPMENT: 1 ball per group

PLAYERS: All students in groups of three or six

FORMATION: One line, with one student facing the rest from a distance of 5' - 6'

DESCRIPTION: The lone student tosses a high easy ball to the first student in line. That student sets it up as though the third student were going to spike it. The third student catches it, tosses it back to the leader and gets ready to receive his/her toss.

Minimal expectancy: Three out of seven tosses must be correctly set up.

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SUGGESTED ACTIVITIES

TEACHING CUES: 1. Wrists should be bent backward with palms upward.
2. Low ball - little fingers toward each other. High ball - thumbs toward each other.
3. Right hander - right side to the net and to the right of the spiker.
4. The ball should be set up 10 - 12" above the net and 6 - 12" from it.
5. The follow through should be upward and toward the spiker.
6. Two hands must be used for a good set-up.

* * * * * * * * * * * * * * * * * *

SKILL: Underhand bump

AREA: Playground

EQUIPMENT: One ball per group

PLAYERS: All students in groups of six or more.

FORMATION: One student 6-8' in front of the rest who are in a line.

DESCRIPTION: The leader tosses the ball to each player who "bumps" it back. When all players have had one turn, the first player takes the leader's place. Continue until minimal expectancy is reached.

Minimal expectancy: Two of five tosses correctly "bumped".

SUGGESTED ACTIVITIES

TEACHING CUES: 1. The body is in a semi-crouch (low) and the weight is evenly distributed.
2. One hand has the thumb in the palm with the other hand holding it with the thumbs close together or both hands may be together with both fists and knuckles and heels of hands together.
3. The ball is contacted at its center by the base of the thumbs and lower forearms.
4. On contact raise the body and follow through in the direction the ball is to go.

* * * * * * * * * * * * * * * * * *

SKILL: One hand hit (Spike)

AREA: Playground

EQUIPMENT: One ball, 1 net per group

PLAYERS: All students in groups of six or more.

FORMATION: One student 6-8' in front of the rest who are in a line 5' from the net.

DESCRIPTION: The leader tosses the ball up so the first one in line can spike the ball over the net. One player stationed across the net recovers the ball and takes the leader's place. The student who spiked the ball goes under the net to recover the next spike. Continue rotation.

SUGGESTED ACTIVITIES

Minimal expectancy: Three of seven set ups correctly "spiked"

Teaching cues:
1. Stand 18' - 24' from the net, body bent at knees, hips and ankles.
2. Spiking arm is lifted behind the head elbow bent, palm facing the net with the other arm up and across the body.
3. The elbow leads to contact. At maximum height of the jump, the elbow extends and the top of the ball is contacted with the palm and fingers.
4. The ball is driven downward across the net.
5. The follow through is in the direction of the ball, but care must be taken not to touch the net.

* * * * * * * * * * * * * * * * * * *

SKILL: One hand dig

AREA: Playground

EQUIPMENT: 1 ball per group

PLAYERS: All students in groups of two or four

FORMATION: Facing each other from 3 to 6 feet.

DESCRIPTION: Student #1 tosses the ball to student #2, who performs a one hand dig. Student #2 catches the ball and tosses it back. Repeat.

SUGGESTED ACTIVITIES

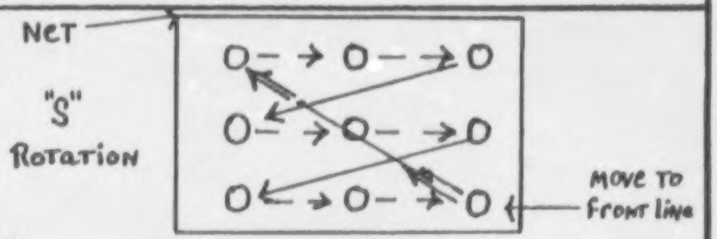
Minimal expectancy: Three out of seven digs should be executed correctly.

Teaching cues:
1. This is not used unless the player is caught off guard and uses it as a "save"
2. The body is in a crouched or kneeling position, weight equally distributed, body forward.
3. The hand may be loosely closed - the heel of the hand contacts the ball.
4. The ball is contacted in the center and the wrist snaps up on contact.

2.0 CONCEPT: Team Games

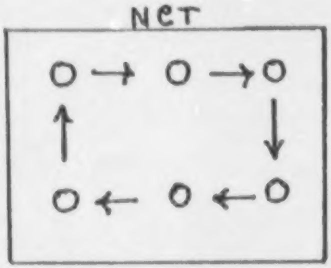
SUB-CONCEPT: Volleyball

2.36 OBJECTIVE: Given adequate instruction and participation, the student will perform the volleyball skill of "rotation" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful rotation using one of the two methods

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: "S" rotation AREA: Classroom EQUIPMENT: Pencil, paper PLAYERS: All students FORMATION: Scattered at desks DESCRIPTION: Each student will be given a diagram of a volleyball court with the players drawn in. S/he is to draw arrows in the direction each player is to move in the "S" rotation. Minimal expectancy: The student should have each player moving to the next correct spot. VARIATION: Have the students assume the positions and correctly rotate on cue.	 SKILL: Square rotation AREA: Playground (Volleyball court) EQUIPMENT: Large square set up as a volleyball court PLAYERS: Six students per side FORMATION: Six players, three on the front, three on the back DESCRIPTION: On cue, the students will rotate and assume the next correct position as seen in the diagram. MINIMAL EXPECTANCY: The student will always assume the next correct position.

SUGGESTED ACTIVITIES

VARIATION: Each student, when provided with a diagram of volleyball court with the players drawn in position, is to draw arrows indicating the correct rotation direction for each player.



Teaching cue: Each team rotates only when they regain the serve.

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SUGGESTED ACTIVITIES

2.0 CONCEPT: Team Games

SUB-CONCEPT: Volleyball

2.37 OBJECTIVE: Given adequate instruction and participation, the stuent will perform the volleyball skill of "position play" as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; identification of 3 position areas

SUGGESTED ACTIVITIES

SKILL: Position play

AREA: Playground

EQUIPMENT: 1 volleyball per two teams
1 volleyball court per two teams
1 volleyball net per two teams

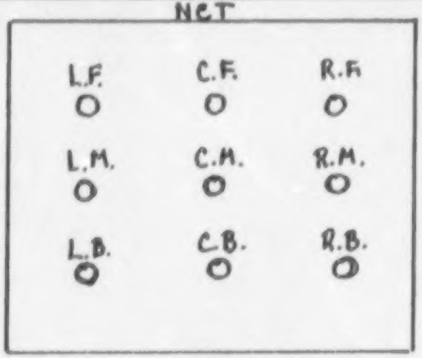
PLAYERS: All students in teams of six-nine

FORMATION: Six players in two lines of three players or in three lines of three players.

DESCRIPTION: Each player assumes a position as in the diagram.

LF	left forward
CF	center forward
RF	right forward
LB	left back
CB	center back
RB	right back
LM	left middle
CM	center middle
RM	right middle

SUGGESTED ACTIVITIES



Minimal expectancy: The student shall correctly identify and assume one forward and one back position.

Teaching cues: The back players are mainly responsible for passing the ball to the middle or forward player to be set up. The set up is then spiked or passed by a forward player.

2.0 **CONCEPT:** Team Games

SUB-CONCEPT: Volleyball

2.38 **OBJECTIVE:** Given adequate instruction and participation, the student will participate in one of the modified games as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice
4th grade-Newcomb; 5th grade-Modified volleyball; 6th grade volleyball

SUGGESTED ACTIVITIES

SKILL: Modified games (Newcomb)

AREA: Playground, volleyball court

EQUIPMENT: one court, one ball, one net per two teams

PLAYERS: All students; six-nine students per team

FORMATION: See "position play" p. 134 .

DESCRIPTION: The ball is thrown over the net, caught by the opposing team, then thrown back. A point is scored for the serving team when the receivers allow the ball to touch the ground. The receivers cannot score a point; they do rotate and get the serve. A point is scored any time the receivers let the ball touch the ground, let the ball go into or under the net, or throw the ball out of bounds. The serve is lost by the serving team when they allow any of the above things to happen. The first team to reach 15 points and is two points ahead, wins the game.

Minimal expectancy: The student will play and serve in at least one Newcomb game.

SUGGESTED ACTIVITIES

VARIATIONS: The ball may be put into play with a volleyball serve instead of throwing. Three players per team may be required to touch the ball before passing it over the net.

****

SKILL: Modified games (modified volleyball)

AREA: Playground, volleyball court

EQUIPMENT: One court, one ball, one net per two teams

PLAYERS: All students; nine-twelve per team

FORMATION: See position play, p. 134

DESCRIPTION: A regulation volleyball game is played with the following modifications:
1. The number of players per team is increased.
2. The server may serve from the center of the court.
3. The server may be given two or three tries before loosing serve.
4. The serve may be assisted by teammates in getting the ball over the net.

SUGGESTED ACTIVITIES

5. Any number of players may hit the ball before it recrosses the net, but no player may hit the ball twice in a row.
6. The ball may be allowed one bounce before being hit each time. Points may be scored only by the serving team. The receiving team gains the serve when the serving team makes an error.

Minimal expectancy: The student shall play and serve in at least one game of modified volleyball.

VARIATIONS: The ball may be put into play with a volleyball serve instead of throwing. Three players per team may be required to touch the ball before passing it over the net.

****

SKILL: Modified games (volleyball)

AREA: Playground, volleyball court

EQUIPMENT: One court, one ball, one net per two teams

PLAYERS: All students, six per team

FORMATION: See position play p. 134.

DESCRIPTION: A copy of volleyball rules will be helpful in playing the game, in getting court dimentions, and net height. Simplified rules are as follows:

RULES:

SUGGESTED ACTIVITIES

The Court: 60' x 30' divided into two equal halves by the center line and the net. The top center of the net should be 7' 4½" from the ground.

The Teams: Each team consists of 6 players (see position play, p.134). The serving team has the ball; the opposing team is the receiving team.

Service: Play begins with a serve. The server continues to serve as long as his/her team scores points. Side out occurs when the serving team fails to score a point.

Game:
1. The ball must be legally served.
2. The ball must be batted with the hands, not caught.
3. The ball may be hit only three times on one side of the net.
4. Any ball, except a serve, that hits the net and goes over is legal.
5. Player may follow through over the net, but may not hit the net or hit the ball on his/her opponent's side of the net.
6. Player may leave the boundaries of the court to play a ball if necessary.
7. A player may enter the game only twice and must resume prior position.

Side-out - Scoring
1. One point is scored by the serving team when the receiving team fails to legally return a ball.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
2. Side-out is declared when the serving team fails to return a ball, but no point is scored. Minimal expectancy: Draw a court diagram with correct dimensions Demonstrate knowledge of how a team scores points 171	

INTRODUCTION TO MODIFIED INDIVIDUAL AND DUAL GAMES

This section addresses itself to various individual and dual games and the basic skills that students should master for successful and enjoyable participation. Traditionally, these activities have been recognized as having lifetime carry-over implications and each of the games included have been modified in an attempt to best meet the needs, interest and ability levels of children.

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Badminton

3.1 OBJECTIVE: Given adequate instruction and participation, the student will be expected to identify in writing fundamental rules and scoring methods in badminton as specified in the following suggested activities. Minimal expectancy: Participation in lecture/discussions; list correctly seven of the fourteen rules stressed in the suggested activities

SUGGESTED ACTIVITIES

SKILL: Scoring and rules

AREA: Classroom

EQUIPMENT: Paper, pencil

PLAYERS: All students

FORMATION: At desks

DESCRIPTION:
(1) Play at the start of a game begins with the serve being delivered from the right half court to a receiver standing in his/her right half court (diagonal serve).
(2) Only the server can score points. In singles, if the server looses a rally, s/he relinquishes the serve and becomes the receiver. After the server wins a point, s/he moves to the left half court and serves diagonally to his/her opponent's left half court. In most games, the player who first scores 15 points is the winner.

SUGGESTED ACTIVITIES

(3) Two out of three games generally decides a match.
(4) At the end of the game the players change courts.
(5) During a game, when the server's score consists of an even number 0, 2, 4, 6, etc., the serve is always from the right half of the court.
(6) The server changes from his right to his left and back again after each point; but if s/he loses a rally and relinquishes the serve in a particular court, the next time s/he serves it from that same court.
(7) The server is allowed only one serve.
(8) Shots that hit the line are good.
(9) A serve that hits the net and falls over into the opponent's court is a good serve and should be played; one that hits the net and does not fall into the proper court is a fault and the receiver becomes the server.
(10) Both the receiver and server must stand within the boundaries of their respective half courts until the server strikes the bird.*
(11) If the server misses the bird completely while serving, and if it does not

*shuttlecock

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

touch any part of the body or clothing before falling to the surface of the court, s/he may serve over.

(12) Should a player miss the bird completely in attempting a return and it falls out of bounds, s/he wins the point if s/he is the server, or takes the serve, but does not win the point if s/he is the receiver.

(13) During a rally, if a player hits the net with the racket, body or clothing, s/he is considered to have lost the rally. The bird may not be struck on the opponent's side of the net.

(14) It is a legal hit when the bird touches the wooden part on the racket.

Minimal expectancy: Correctly identify 7 of 14 scoring/rules.

SUGGESTIONS: Draw the court on the board so that students will understand right/left sides, or have them actively participate on the court itself to instill these rules and scoring methods.

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Badminton

3.2 OBJECTIVE: Given adequate instruction and participation, the student will correctly demonstrate the forehand and backhand grips as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of both of the suggested activities

SUGGESTED ACTIVITIES

SKILL: Forehand grip

AREA: Playground

EQUIPMENT: One racket per student or group

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: This grip is used for strokes taken on the right side of the body (right-handed person) or for serving. The thumb and the forefinger form a "V" that is directed at the frame or head. The butt end of the racket is pressed against the heel of the hand.

Minimal expectancy: The students will perform the proper grip when asked to do so by the instructor.

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SKILL: Backhand grip

AREA: Playground

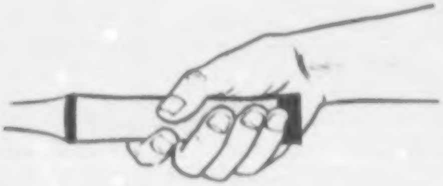
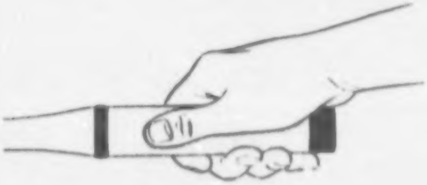
EQUIPMENT: One racket per student or per group

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: The opposite face is used when hitting with a backhand stroke, and therefore the racket must be shifted in the hand. Shift the "V" formed by the thumb and forefinger of the right hand so that it rests on the narrow plate just to the left of the wider middle plate. The forefinger crosses the top plate diagonally and the thumb extends along the back plate of the handle.
*Show the students the "V" on top of the grip and show them the rotation of the racket to achieve the backhand with the thumb behind.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
Minimal expectancy: The students will perform the proper grip when asked to do so by the instructor.  Forehand Grip  Backhand Grip	

3.0 **CONCEPT:** Modified Individual and Dual Games

SUB-CONCEPT: Badminton

3.3 **OBJECTIVE:** Given adequate instruction and participation, the student will be expected to demonstrate the proper technique for serving the shuttlecock into the opposite court as specified in the following suggested activities.
Minimal expectancy: Successful in three out of six trials

SUGGESTED ACTIVITIES

SKILL: Serving

AREA: Basketball court or suitable grass area

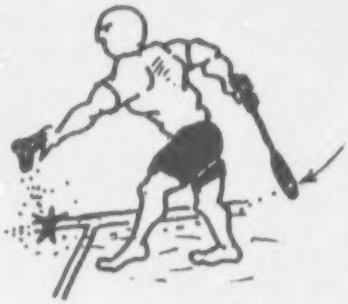
EQUIPMENT: 4 to 8 badminton rackets, at least 4 shuttlecocks (birds). More would speed up the skill process. A net of some fashion (badminton or volleyball)

PLAYERS: Four per net

FORMATION: Two players on each side of the net (4 total for each net); others should be placed behind those participating and at other nets. New people rotate after each has served 10 times to the opposite court.

DESCRIPTION: The long serve is appropriate for singles play as the shuttlecock should reach maximum height at the back of the court. The server should serve from the right half of the court, into the half court diagonally across. The left foot should be forward (right-handed person), with the weight on the back right foot. Hold the shuttlecock by the feathers in the left hand between the thumb and forefinger. As the right arm swings down and forward, drop the shuttlecock (opposite the front foot) and whip the racket into the bird. Also, the weight should be shifted to the left foot simultaneously. Follow through diagonally up toward the left side of the body. Make sure the student whips the wrist through on the serve. Observe for the proper technique as well as the location of the serve.

Minimal expectancy: Given six trials the student will serve successfully three times.



3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Badminton

3.4 OBJECTIVE: Given adequate instruction and participation, the student will stroke a shuttlecock across the net using each of the three strokes specified in the following suggested activities.
Minimal expectancy: Successful in two out of five trials using each stroke.

SUGGESTED ACTIVITIES

SKILL: Badminton strokes,(forehand, backhand, smash)

AREA: Basketball court or suitable grass area

EQUIPMENT: Rackets, shuttlecocks, net

PLAYERS: All students

FORMATION: Organize the players as in the badminton serve. Use as many shuttlecocks and rackets as you have, and give one to each player.

DESCRIPTION: For the forehand shot, the server should strike the shuttlecock much as was done in serving (i.e. using the forehand grip) and following through up and across the body. A great deal of wrist action should be employed and good footwork should be evident.

The backhand stroke should be accomplished using the backhand grip, and once again the racket should be whipped through by the arm and the body. For a right-handed person, the backhand will be used when the shuttlecock is hit to the left side.

SUGGESTED ACTIVITIES

The smash allows you to strike the ball when it is over your head. The racket should be back/chest high, elbow relaxed, and slightly bent. When the shuttlecock comes down enough for you to hit it, flex the extended wrist and forearm and transfer the weight forward. Follow through toward the net at shoulder height.

Minimal expectancy:
Given five trials for each stroke the student will successfully execute each two times.

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Bowling

3.5 OBJECTIVE: Given adequate instruction and participation, the student will develop the ability to keep a "running" score during a 10-frame game. (utilizing strikes, spares, and point totals)
Minimal expectancy: Score 2 out of 4 games correctly

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Scoring and rules AREA: Classroom, or court EQUIPMENT: Score cards; balls of some nature, preferably plastic bowling balls and pins (1-set for 4 people). PLAYERS: Individual or small group FORMATION: Scattered DESCRIPTION: After students understand that the purpose of the game is to knock down as many pins as possible in 10 frames, with 2 attempts each time, then we can begin with scoring. A. Give each group of four a score sheet with the frames listed, and where the strike and spare signs are documented. (Explain that a strike is when all the pins are knocked down with one ball, and that a spare is when all the pins are knocked down with 2 balls. Minimal expectancy: Score correctly 2 out of 4 games	SUGGESTIONS: A spare should be recorded as a diagonal line in one of the frame boxes, and a strike is recorded as an X in the frame box. Remember that you don't record a strike score until the next 2 deliveries are made, and then you add them. On the spare, record the 1st ball, and then add the second ball to the third delivery score.

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Bowling

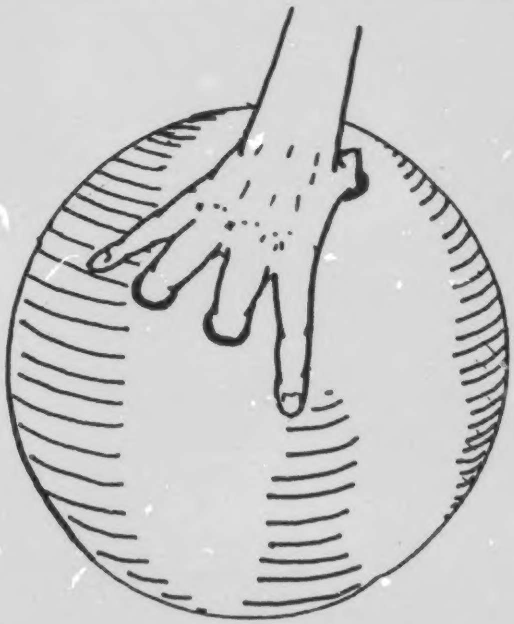
3.6 OBJECTIVE: Given adequate instruction and participation, the student will be expected to perform the erect stance while getting ready to approach the pins, as specified in the following suggested activity.
Minimal expectancy: Demonstrate correctly the erect bowling stance.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Bowling stance (erect) AREA: Lane or court area EQUIPMENT: Bowling ball, pins PLAYERS: Individual FORMATION: Scattered DESCRIPTION: The erect stance is used for most beginners, and therefore it is basic to the beginning of the approach shot. The ball should be held between waist and chest high, and it should be supported by the left hand. The pins should be faced squarely. The instructor should be observant of the pre-approach stance. Minimal expectancy: 100% accuracy.	

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Bowling

3.7 OBJECTIVE: Given adequate instruction and participation, the bowling student will be expected to demonstrate the proper grip in holding the ball.
Minimal expectancy: 100% accomplishment

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Bowling grip AREA: Lane, court, class EQUIPMENT: Bowling balls PLAYERS: The entire class may alternate trying the proper grip on the bowling ball. (grouping may help) FORMATION: Scattered DESCRIPTION: The grip should be secure enough to enable the fingers to slip in and out of the ball easily and still have a good grip. The grip should have two fingers and the thumb in the ball. Minimal expectancy: 100% Accomplishment	

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Bowling

3.8 OBJECTIVE: Given adequate instruction and participation, the student will be expected to perform the four-step approach in delivering a bowling ball.
Minimal expectancy: Successful accomplishment of the following suggested activity

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Bowling approach AREA: Lane, court EQUIPMENT: 1 ball per group or per student PLAYERS: The entire class may practice these movements without a ball, or with a ball. FORMATION: Scattered DESCRIPTION: The approach should begin with an erect stance. On the first step (right foot/right hand), the bowler should bring the ball up to the waist. On the second step, (left foot/right hand), the ball goes slightly behind the knee, and during the third step the ball should reach the maximum peak of the back swing. The fourth step or slide swings the ball forward toward the foul line in position for the release. Minimal expectancy: Identify in writing and demonstrate two of the four steps.	

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Bowling

3.9 OBJECTIVE: Given adequate instruction and participation, the student will develop skills of agility and coordination by "delivering" the ball to the pins successfully.
Minimal expectancy: Successful accomplishment of the following suggested activity.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Bowling delivery AREA: Lane, court EQUIPMENT: 1 ball per student or per group PLAYERS: 1 player at a time, rolls his/her ball FORMATION: In a line behind the foul line DESCRIPTION: The bowling delivery is composed of the stance, the approach, and the delivery. A straight release should be the basic delivery used by most bowling students. When using this delivery, the shoulders should be down and pointing squarely toward the pins. As the ball is released, the thumb should leave the ball first, followed by the middle and ring fingers which leave simultaneously. After releasing the ball, the hand and arm should continue moving toward the pins in the follow through. The foul line must not be touched by any part of the body. Minimal expectancy: Successful delivery of the ball to the pins two out of four times.	

3.0 **CONCEPT:** Modified Individual and Dual Games

SUB-CONCEPT: Golf

3.10 **OBJECTIVE:** Given adequate instruction and participation, the student will be expected to demonstrate knowledge of the fundamental rules and scoring methods in golf as specified in the following suggested activity. Minimal expectancy: In writing, correctly identify four of the seven rules and scoring methods presented.

SUGGESTED ACTIVITIES

SKILL: Scoring and rules

AREA: Classroom

EQUIPMENT: Pencil, paper

PLAYERS: All students

FORMATION: At desks

DESCRIPTION:

1. The object of the game is to finish all of the holes with as few strokes as possible.
2. A predetermined score for each hole is called a par. A par three hole requires three shots to make par.
3. The first nine holes are called the front nine, and the last nine holes are the back nine.
4. You should never move or talk when another player is hitting.
5. Call "fore" if your ball is directed (hit) near other players.

SUGGESTED ACTIVITIES

6. Before taking a practice swing, make sure that no one is standing within the range of your swing.
7. Always stand behind the person who is hitting to avoid being hit by a wild shot.

Minimal expectancy:
Identify, in writing, four of the seven rules and scoring methods presented.

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Golf

3.11 OBJECTIVE: Given adequate instruction and participation, the student will be expected to demonstrate the proper grip, stance and swing used in golf.
Minimal expectancy: Successful accomplishment of the following suggested activity.

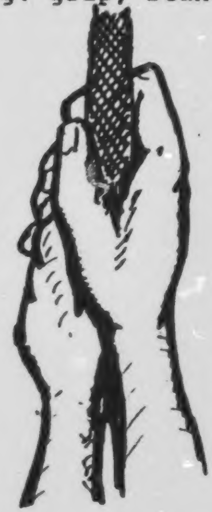
SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Grip, Stance and Swing AREA: A wide spaced area where no houses are near, nor other activity groups. EQUIPMENT: 1 club for each 4; as many balls as possible PLAYERS: Individual FORMATION: Groups of 4; 1 instructor, 1 recorder, 1 evaluator, 1 performer DESCRIPTION: A. GRIP - The swing should begin with the proper grip. Students should shake hands with the club (clubhead on ground). By placing the left hand diagonally on the club, the forefinger and the thumb will form a "V" that should point over the right shoulder. The right hand should then be placed on the club shaft so that the first 3 fingers and the thumb are resting on the club, and the little finger is resting on the forefinger of the left hand. The evaluator and instructor should look at the grip, and report to the recorder any flaws. The next person can then become the performer.	B. STANCE - (open, closed, square) Students should line up on the edge of the basketball court so that they can place their front foot perpendicular with the long axis of the court. The knees should be flexed, and the hitting surface of the club should be squarely behind the ball. The square stance (fairway shots) should have the feet parallel to the line of flight; the open stance has the ball back toward the right foot, and the front foot is slightly open to the line of flight (short approach to the green); and the closed stance where the ball is played in the middle of the body, and the right foot is diagonal to the left foot - (wood-distance shot) C. SWING - The swing should be a continuous movement with all the body parts working together - to deliver force necessary for a good, solid shot. On the back swing, the club is brought back and up, keeping the left arm straight, and head down. In the down swing the left arm pulls the club down until the right arm becomes straight and the left arm bends.

SUGGESTED ACTIVITIES

All of these component parts are essential to the development of the "whole" golf swing.

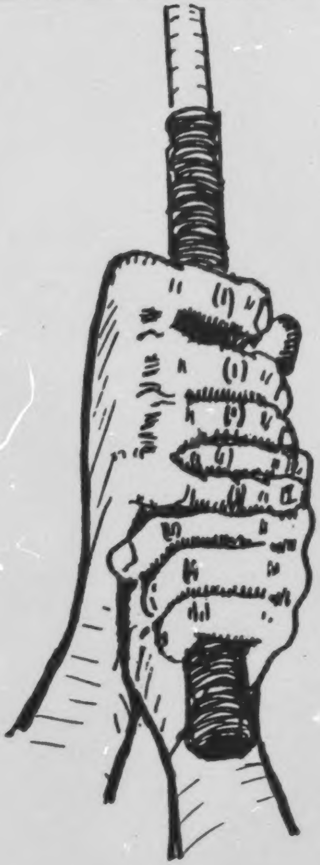
* By placing the students in groups of four, each gets a chance to observe and record movement responses.

Minimal expectancy:
Correctly demonstrate two out of three of the following: grip, stance, swing.



OVERLAPPING GRIP

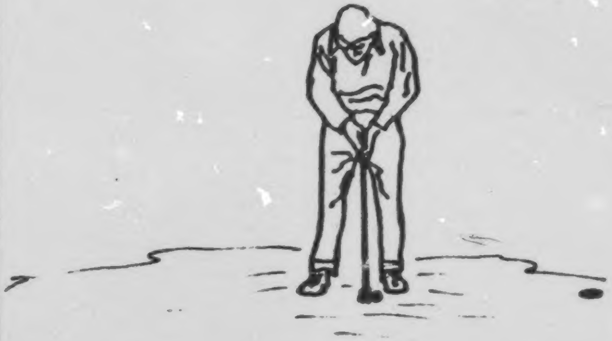
SUGGESTED ACTIVITIES



3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Golf

3.12 OBJECTIVE: Given adequate instruction and participation, the student will be expected to demonstrate the proper grip and swing techniques for putting the ball a distance of 5 feet.
Minimal expectancy: Successful accomplishment of the following suggested activity.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Putting AREA: Room or play area EQUIPMENT: 4 putters, 4 cups or holes PLAYERS: Individual FORMATION: Divide the class into 4's: 1 instructor, 1 participant, 1 recorder, 1 evaluator DESCRIPTION: The feet should be comfortably apart with weight evenly distributed. The grip is fairly light with the left shoulder and elbow toward the cup. The club face is perpendicular to the putting line. By bringing the club head back and forward close to the ground, the ball may be putted to the hole. Only a slight swing is necessary. Minimal expectancy: Demonstrate in proper sequence the grip and swing, and strike (putt) a ball toward a given target.	

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Table Tennis

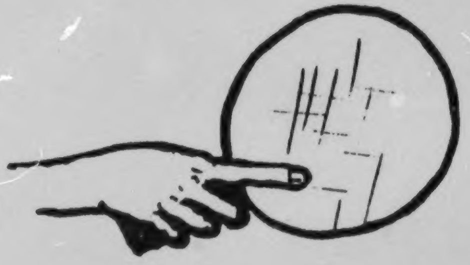
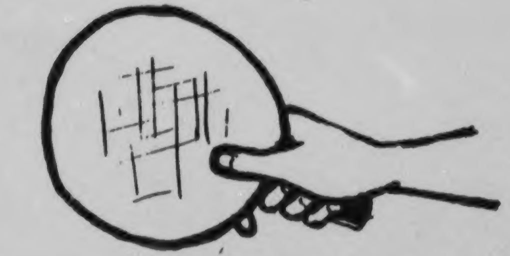
3.13 OBJECTIVE: Given adequate instruction and participation, the student will be expected to identify at least 5-6 fundamental rules and scoring methods in table tennis.
Minimal expectancy: Correctly identify four out of six rules and scoring methods.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Scoring and rules AREA: Classroom EQUIPMENT: Paper and pencil PLAYERS: All students FORMATION: Scattered or at desks DESCRIPTION: 1. A game is 21 points. 2. In case of 20-20 tie, the first player to make 2 points more than the opponent is the winner. 3. The game is started by one person serving 5 times in succession; the receiver then serves 5 times, etc. 4. The server puts the ball in play by releasing the ball with a flat open palm, without imparting any spin to the ball. The ball drops first into the server's court, passes over the net and drops into the receiver's court. 5. The ball must hit the top of the table or the top corners or edges. 6. The ball may not hit 2 times on the player's side without the opponent scoring a point.	Minimal expectancy: Correctly identify four out of six rules and methods of scoring.

3.0 **CONCEPT:** Modified Individual and Dual Games

SUB-CONCEPT: Table Tennis

3.14 **OBJECTIVE:** Given adequate instruction and participation, the student will be expected to utilize the proper grip while returning the ball to another player.
Minimal expectancy: Successful accomplishment of the following suggested activity.

SUGGESTED ACTIVITIES	**SUGGESTED ACTIVITIES**
SKILL: Grip AREA: Anywhere table tennis tables can be set up EQUIPMENT: Paddles, ping pong balls, table top and net PLAYERS: All students FORMATION: 2 at a time, others rotate for their turn DESCRIPTION: The table tennis grip is much the same as in tennis. A "V" which is formed by the forefinger and thumb will be pointing at the paddle head when the paddle is gripped properly. When hitting the forehand drive shot, the index finger should be extended behind the paddle; and when hitting the backhand drive, the index finger should be pulled back, and the thumb extended on back of the blade. The paddle and wrist should be firm when contacting the ball.	Minimal expectancy: Demonstrate proper grip; return five out of ten balls successfully over the net. Forehand Grip  Backhand Grip 

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Table Tennis

3.15 OBJECTIVE: Given adequate instruction and participation, the student will be expected to utilize the proper serving technique to serve the ball over the net.
Minimal expectancy: Successful completion of the following suggested activity.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Serve and Delivery AREA: Anywhere the tables can be set up EQUIPMENT: Paddles, ping pong balls, table top and net PLAYERS: All students FORMATION: 2 at a time participate: others rotate in for their turn DESCRIPTION: To begin the game, a player serves the ball to the opponent. The ball should be dropped to the table from the hand and hit with the forehand or backhand stroke. The ball should pass low over the net and land deep in the opponent's court. The server gets an opportunity to serve five times before it becomes the opponent's turn to serve. The instructor should check the grip and location of the ball each time it is served. Minimal expectancy: Serve five balls successfully out of ten trials.	

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Tennis

3.16 OBJECTIVE: Given adequate instruction and participation, the student will be expected to identify in writing the fundamental rules and scoring methods in tennis. Minimal expectancy: Successful completion of the following suggested activity.

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

SKILL: Scoring and rules

AREA: Classroom

EQUIPMENT: Paper and pencil

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION:
1. The singles game has 2 participants (one opposing the other).
2. To start the game, the server stands just behind his/her baseline, to the right of his/her center service line.
3. The server must strike the ball so that it lands in the receiver's right service court.
4. A serve failing to land in the proper service court is a fault.
5. A let is a served ball that hits the net and lands in the proper service court; it is replayed.
6. When the first point has been completed, the server moves to a position behind the base line and to the left of the center service line. Service courts are alternated until the game is completed. The game is over when one player reaches 2 points ahead of the other. (ex. 40-15)
7. The server has 2 chances to hit the ball into the opponent's service court; if the server completes the serve and the ball is not returned over the net, the server scores a point.
8. The points are set up as below: 15 - 30 - 40 - deuce - advantage, game.
9. Two out of 3 games is considered a match.
10. Call out the server's score first.
11. Before the ball is served, the server cannot step on the lines, until the ball is served.

Minimal expectancy:
Identify in writing five of the eleven rules and scoring methods.

3.0 **CONCEPT:** Modified Individual and Dual Games

SUB-CONCEPT: Tennis

3.17 **OBJECTIVE:** Given adequate instruction and participation, the student will develop eye-hand coordination skills by correctly performing the forehand stroke, backhand stroke and the serve as specified in the suggested activities. Minimal expectancy: Successful accomplishment of two of the three strokes as specified in the suggested activity.

SUGGESTED ACTIVITIES

SKILL: Strokes (forehand, backhand, serve)

AREA: Basketball court

EQUIPMENT: At least 6 rackets and 6 tennis balls; 1 or 2 nets of some nature (volleyball)

PLAYERS: Individual

FORMATION: Students should be in groups of 4; 1 performer, 1 observer, 1 recorder, 1 insturctor. One member of each of the groups should practice using the strokes to drive the ball over the net.

DESCRIPTION:

1. Forehand: Using the eastern forehand grip "V" formed by the thumb and fore-finger pointing diagonally to the balls of the feet, bring the racket back, parallel to the ground. The ball should be contacted in front of the body, and the follow through should be up and across the body.

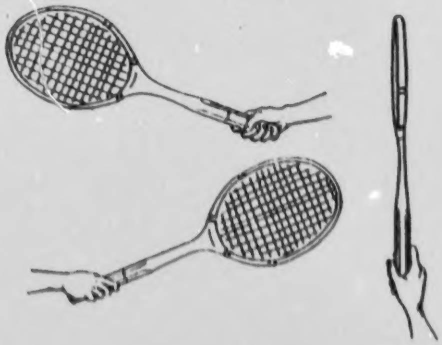
2. Backhand: Using the eastern forehand grip (that is rotated) with the racket head to the right enables the performer to rotate the wrist, pivot on the balls of the feet (away from the racket) and bring the racket back. The ball should make contact with the racket in front of the body. Make sure to step toward the ball.

3. Serve: Using the eastern forehand grip the player should have the left side of his/her body pointing toward the opponent's service court at a 45 degree angle. The ball and racket should be held in front of the performer. As the racket is brought up and back and forward to meet the ball, the right arm follows through (right handed people) and strokes the ball over the net. The wirst should be snapped forward, and the weight transferred to the left foot. The toss of the ball should be vertical as the racket is drawn back and upward.

* The recorder should record scores; the instructor should point out details to next performers; and the observer should report data to the instructor and recorder.

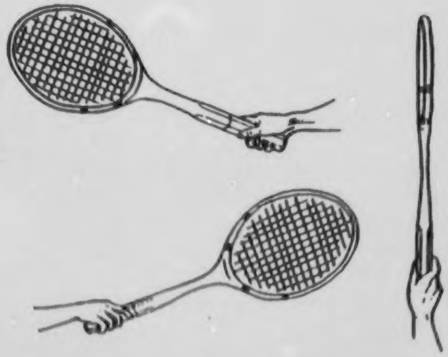
SUGGESTED ACTIVITIES

Minimal expectancy:
For each stroke the student will: demonstrate proper grip; demonstrate proper stance; make contact with a moving ball.



Forehand Grip

SUGGESTED ACTIVITIES



Backhand Grip

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Tennis

3.18 OBJECTIVE: Given adequate instruction and participation, the student will develop eye-hand coordination skills by volleying a tennis ball over the net. Minimal expectancy: Volley the ball over the net or against a wall five times in succession when given four trials.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Volley AREA: Wall or basketball court EQUIPMENT: 6 rackets; few volleyball nets; tennis balls PLAYERS: Individual FORMATION: Same grouping as in the tennis stroke section - others form lines behind the group leaders. DESCRIPTION: The volley is the act of hitting the ball in the air before it touches the ground. The volley is played in the front court position. The grip for the volley is the same as it was for the forehand and backhand. The racket head should be held slightly higher than for drives in order to maintain maximum power. The ball should be struck with a punching motion at an angle across court. The player may volley off the wall or with another person on the tennis court. Minimal expectancy: Volley the ball over the net or against a wall, five times in succession when given	four trials.

3.0 CONCEPT: Modified Individual and Dual Games

SUB-CONCEPT: Tennis (Paddle tennis)

3.19 OBJECTIVE: Given adequate instruction and participation, the student will be expected, to identify, in writing, basic rules and scoring methods in paddle tennis.
Minimal expectancy: Successfully accomplish the following suggested activity.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Scoring (Paddle Tennis) AREA: Classroom EQUIPMENT: Paper and pencil PLAYERS: All students FORMATION: Scattered at desks DESCRIPTION: 1. Paddle tennis is similar to tennis or table tennis. 2. The ball is served, with a wooden paddle, from behind the baseline on the right side of the court - 1. 3. It must land over the net in the opponent's right service court. 4. Scoring and skills are the same as for tennis. However, a paddle ball is used, and large wooden paddles 15-17 inches long, 7 3/4 inches wide. 5. The same person serves throughout the game. Minimal expectancy: Identify in writing at least three of five rules for scoring and playing.	

INTRODUCTION TO GYMNASTICS

Gymnastic training develops each child's basic movement skills as well as allowing him/her to perform skills both on and off apparatus. Gymnastic objectives are written in terms of the motor skills and physical conditioning necessary for attempting each activity, as well as those developed by learning to properly execute the skill.

In the gymnastic component of this guide, activities for stunts, tumbling, pyramids, balance, combatives, and apparatus are suggested. When teaching a skill, the teacher must be aware that students need to be competent at a lower level (previous) skill before attempting a more complex one. Therefore, not all students will be working at the same time on the same suggested activity within an objective area.

Safety is a very important factor when teaching gymnastics. Allowing each student to progress through the suggested activities at his/her own rate will eliminate many problems which stem from moving at the teacher's pace or that of a more accomplished student. Mats and spotters should be used when necessary for the safe development of a skill. It should be noted that a spotter is not to take the weight of the participant or move him through a skill. The spotter is only available for safety if an error is made by the participant.

4.0 CONCEPT: Gymnastics

SUB-CONCEPT: Individual Stunts

4.1 OBJECTIVE: Given adequate instruction and participation, with body control, the student will execute the following individual stunts. Minimal expectancy: Participation in discussion and practice; successful completion of four of the eight suggested activities

SUGGESTED ACTIVITIES

SKILL: Coffee grinder

AREA: Classroom, playground, auditorium

EQUIPMENT: None

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: From a push up position on the floor, the student places the right hand on the right hip, and supports weight with a stiff left arm perpendicular to the body. Using left arm as a pivot, walk in a complete circle around it, keeping the body fully extended. Repeat, using the other arm.

Minimal expectancy: One 360° rotation with each arm as the pivot

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SKILL: Turk stand

AREA: Classroom, playground, auditorium

EQUIPMENT: None

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Stand with feet crossed and arms folded across the chest, sit on the floor and return to a standing position without uncrossing the legs or unfolding the arms.

Minimal expectancy: One complete transition

****

SKILL: Crab walk

AREA: Classroom, playground, auditorium

EQUIPMENT: None

PLAYERS: All students

FORMATION: Line; scattered; circle

DESCRIPTION: From a sitting position, raise the body from the floor, with the weight supported on both the hands and feet. Begin a backward walk on hands and feet, head leading.

SUGGESTED ACTIVITIES

Minimal expectancy: Crabwalk at least 10 yards without letting any part of the body except hands and feet touch the ground.

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SKILL: Knee drop

AREA: Classroom, playground, auditorium

EQUIPMENT: Tumbling mats

PLAYERS: All students

FORMATION: Line; circle

DESCRIPTION: Stand facing the mat with feet together, the back straight. Drop to the knees, keeping back and trunk in a straight line.

Minimal expectancy: Drop one time without letting the hands touch the mat and keeping the body in line.

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SKILL: Drop fall

AREA: Classroom, playground, auditorium

EQUIPMENT: Mats

PLAYERS: All students

FORMATION: Line

DESCRIPTION: From a standing position, drop to the knees, with the body upright, pick the feet off the floor and fall forward, breaking the fall with the hands and arms.

SUGGESTED ACTIVITIES

Minimal expectancy: One complete fall

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SKILL: Egg roll

AREA: Classroom, playground, auditorium

EQUIPMENT: Mats

PLAYERS: All students

FORMATION: Line

DESCRIPTION: Bend the trunk forward, extend both arms down between the knees and around behind the ankles. Bring the hands around the outside of the ankles until fingers touch each other. Roll sideways over one shoulder, then to the back, followed by the other shoulder, and back to starting position. The movements are repeated in turn to make a full circle back to starting position. Vigorous sideward movement to secure initial momentum is important.

Minimal expectancy: One complete 360° roll

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SKILL: Knee dip

AREA: Classroom, playground

EQUIPMENT: Mats or a clean dry surface

PLAYERS: All students

FORMATION: File

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
DESCRIPTION: Stand on the left foot and grasp the right foot behind the body with the left hand. Bend the left leg, touching the right knee to the floor; then straighten the left leg and return to a standing position. Repeat several times alternating legs. Minimal expectancy: Three successful dips out of six tries TEACHING CUE: It is important to keep the back straight and the head erect. * SKILL: Jump through AREA: Classroom, playground, auditorium EQUIPMENT: None PLAYERS: All students FORMATION: Line DESCRIPTION: From a front leaning rest position, jump the feet through with one motion. Reverse with a jump and return to original position. The hands must push sharply off the floor so the body is high enough from the floor to allow the legs to come under it. Minimal expectancy: One complete movement ending with the feet in front of the body	216

.0 CONCEPT: Gymnastics

SUB-CONCEPT: Partner Stunts

4.2 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop coordination in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of one of the three suggested activities

SUGGESTED ACTIVITIES

SKILL: Wring the dish cloth

AREA: Classroom, playground

EQUIPMENT: None

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Two children face each other, join hands, and raise one pair of arms. They continue a full turn until back to original position.

Minimal expectancy: One complete 360° turn

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SKILL: Chinese get-up

AREA: Classroom, playground

EQUIPMENT: None

PLAYERS: All students

FORMATION: Scattered in pairs

SUGGESTED ACTIVITIES

DESCRIPTION: Two children sit back to back and lock arms. From this position both try to stand by pushing against each others' backs, then sit down again.

Minimal expectancy: One complete transition from sitting to standing to sitting without touching the ground with the hands

****

SKILL: Double scooter

AREA: Classroom, playground

EQUIPMENT: None

PLAYERS: All students

FORMATION: File; students paired

DESCRIPTION: Partners sit facing each other with knees bent. Each sit on the other's feet and grasps partner's biceps. By coordinating a rocking action with the bending and straightening of the legs,

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
both scoot in the same direction. Minimal expectancy: Scoot three yards.	

4.0 CONCEPT: Gymnastics

SUB-CONCEPT: Tumbling

4.3 OBJECTIVE: Given adequate instruction and participation, the student will perform tumbling activities to develop body control as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of the suggested activity

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Side roll AREA: Classroom, playground, auditorium EQUIPMENT: Mats or a clean dry surface PLAYERS: All students FORMATION: Line DESCRIPTION: Start on hands and knees; select side for the roll. The student will drop his shoulder and tuck both the elbows and knees under, roll over completely on the shoulders and hips, and come again to the hand and knee position. Momentum is needed to return to original position. Minimal expectancy: One complete roll SUGGESTION: The student should practice rolling back and forth from one hand and knee position to the other.	

4.0 CONCEPT: Gymnastics

SUB-CONCEPT: Log roll

4.4 OBJECTIVE: Given adequate instruction and participation, the student will develop body control by performing the log roll as specified in the following suggested activity.
Minimal expectancy: Participation in discussion and practice; sucessful completion of the suggested activity

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Log roll AREA: Classroom, playground EQUIPMENT: Tumbling mats PLAYERS: One at a time on each mat FORMATION: Single file, one at a time DESCRIPTION: Begin in the back lying position with arms extended overhead and hands locked together. Keep the body in a straight line and roll to side and around to the original position. Minimal expectancy: One complete roll	

4.0 **CONCEPT:** Gymnastics

SUB-CONCEPT: Forward Roll Progression

4.5 **OBJECTIVE:** Given adequate instruction and participation, the student will develop body control in a forward roll as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of three of the six suggested activities

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Forward roll to sit AREA: Classroom, auditorium, playground EQUIPMENT: Tumbling mats or clean dry surface PLAYERS: All students FORMATION: Scattered or in lines DESCRIPTION: The same principles stressed in this roll apply to all forward rolls. The student will assume a squatting position with weight over toes and knees turned out. Place hands on mat just ahead of toes. Keep hands about shoulder distance apart. Tuck chin on chest, head between knees and round the back. Keep body as curled and compact as possible. Push equally with both hands and feet and roll over. Bend the elbows to ease the weight onto shoulders and back as the weight is transferred from the feet to the shoulders. Cross feet in mid-air and roll into a sitting position on the mat. Minimal expectancy: One correct forward	roll **************** SKILL: Forward roll - legs crossed AREA: Playground, cafeteria, auditorium EQUIPMENT: Mats or a clean dry surface PLAYERS: All students FORMATION: Scattered or in lines DESCRIPTION: Cross legs in mid-air prior to completing the forward roll. This will help small children keep legs flexed throughout the roll. Minimal expectancy: One correct forward roll **************** SKILL: Forward roll to squat AREA: Playground, cafeteria, auditorium EQUIPMENT: Mats or a clean dry surface PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Scattered or in lines

DESCRIPTION: At the completion of the forward roll, the student will continue forward motion to a squatting position.

Minimal expectancy: One complete roll

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SKILL: Forward roll grasping ankles

AREA: Playground, cafeteria, auditorium

EQUIPMENT: Mats or a clean dry surface

PLAYERS: All students

FORMATION: Scattered or in lines

DESCRIPTION: The student will grasp both ankles to complete the forward roll

Minimal expectancy: One completed roll

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SKILL: Continuous forward roll

AREA: Playground, cafeteria, auditorium

EQUIPMENT: Mats or a clean dry surface

PLAYERS: All students

FORMATION: Lines or scattered

DESCRIPTION: Precede the rolls by a short

SUGGESTED ACTIVITIES

run and a spring from both feet. At the finish of the first roll, keep body curled and rock weight up over feet and immediately roll forward again. Push with the hands from the mat or ground as the weight is transferred to the feet, then immediately place hands ahead of feet to be ready for the next roll.

Minimal expectancy: Three complete rolls in succession

TEACHING CUES: Keep the legs completely flexed and the back rounded from one roll to the next. Be sure to get the extra push with the hands to help get body weight over feet, then shift the hands ahead to break the fall for the next roll.

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SKILL: Dive roll

AREA: Playground, cafeteria, auditorium

EQUIPMENT: Mats or a clean dry surface

PLAYERS: All students

FORMATION: Lines or scattered

DESCRIPTION: From a standing position, the student will jump off both feet keeping hips high, head down, arms extended, palms down, and fingers slightly spread. Cushion fall with hands and flex arms, then proceed as in a forward roll.

Minimal expectancy: One complete roll

4.0 **CONCEPT:** Gymnastics

SUB-CONCEPT: Backward roll progression

4.6 **OBJECTIVE:** Given adequate instruction and participation, the student will perform backward roll progressions to develop directionality, body control, spacial awareness as specified in the following suggested activities. Minimal expectancy: Participation in discussion and practice; successful completion of one of the four suggested activities

SUGGESTED ACTIVITIES

SKILL: Rocker

AREA: Classroom, auditorium, playground

EQUIPMENT: Tumbling mats or a clean, dry surface

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: The student will begin in a sitting position with arms wrapped around bent knees. Rock back, raise knees and seat and continue backward roll until the head touches the mat. Return to the starting position.

Minimal expectancy: The head must touch the mat while maintaining body position.

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SKILL: Continuous backward roll

AREA: Playground, cafeteria, auditorium

EQUIPMENT: Mats or a clean dry surface

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Lines are scattered

DESCRIPTION: Begin as in the back roll. As the roll is completed, continue backward propulsion , place hands on the mat and push into another back roll. Maintain tuck position with knees held into the body, chin on chest, and back rounded. At the completion of three or four rolls, finish on the knees (see backward roll to knees) or on the feet (see backward roll to feet).

Minimal expectancy: One series of three backward rolls ending on the feet or on the knees

* * * * * * * * * * * * * * * *

SKILL: Backward roll to knees

AREA: Playground, auditorium

EQUIPMENT: Mats, carpet squares, clean dry surface

PLAYERS: All students

FORMATION: Scattered

SUGGESTED ACTIVITIES

DESCRIPTION: The same principles stressed in this roll apply to all backward rolls. The student will start in a squatting position with back to the edge of the mat. Flex the knees and keep the feet flat on the floor. Place hands at shoulders, palms up and thumbs next to the neck. Rock back and forth to get momentum, then push from mat with feet and roll backward onto rounded back. Tuck head forward and bring knees close to the chest. As hips are rocked almost vertically above the shoulders, push against the mat with the hands. Drop the knees down to the mat directly behind the head to catch the weight. Finish in a kneeling position.

Minimal expectancy: One complete roll ending with the weight on the knees

****

SKILL: Backward roll to feet

AREA: Playground, auditorium

EQUIPMENT: Mats, carpet squares, or a clean dry surface

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Start in a squatting position. Rock back into the backward roll immediately. When the feet drop to the mat at the finish of the roll, get the weight over the feet and extend the legs forcibly to finish in a standing position.

SUGGESTED ACTIVITIES

Minimal expectancy: One complete roll ending with the weight on the feet

4.0 **CONCEPT:** Gymnastics

SUB-CONCEPT: Cartwheels

4.7 **OBJECTIVE:** Given adequate instruction and participation, the student will develop balance, directionality, and arm strength through cartwheels as specified in the following activities.
Minimal expectancy: Participation in discussion and practice; successful completion of one of the three suggested activities

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Complete cartwheel AREA: Auditorium, playground PLAYERS: All students EQUIPMENT: None FORMATION: Scattered DESCRIPTION: The student will begin with back straight, arms extended sideward and legs approximately shoulder width apart. Without bending trunk, bend toward the left placing left hand, then right on the surface and, at the same time, raise right then left leg upward and over toward the opposite side. Note: In the middle of this stunt, the legs and arms should be fully extended and the body in a straight line. Minimal expectancy: One complete cartwheel ***************** SKILL: Round-off AREA: Playground, auditorium	EQUIPMENT: None PLAYERS: All students FORMATION: Scattered DESCRIPTION: The student will stand with right foot forward, and place hands shoulder width apart on the surface with the feet and fingers pointing out to the right side. Throw the left leg up over the head, bringing the right leg beside the left. The body is now in a handstand position. From there, twist the body and snap the legs down to the surface so the student will be facing the direction from which he came. Begin this stunt slowly and gradually increase the speed. Minimal expectancy: One complete round-off

4.0 **CONCEPT:** Gymnastics

SUB-CONCEPT: Pyramids

4.8 **OBJECTIVE:** Given adequate instruction and participation, the student will develop balance, flexibility, and strength by performing pyramids as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of five of the twelve suggested activities

SUGGESTED ACTIVITIES

SKILL: Kneeling arch

AREA: Classroom, playground

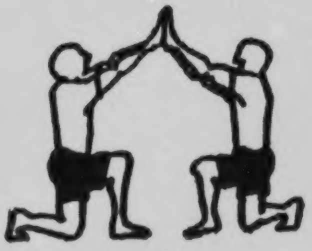
EQUIPMENT: None (clean, dry surface)

PLAYERS: All students

FORMATION: Scattered, in pairs

DESCRIPTION: Partners kneel facing each other on opposite legs, with the other legs forming a right angle. Extend both arms forward and upward forming an arch.

Minimal expectancy: Hold arch for three seconds



SUGGESTED ACTIVITIES

SKILL: Handstand arch

AREA: Classroom, playground

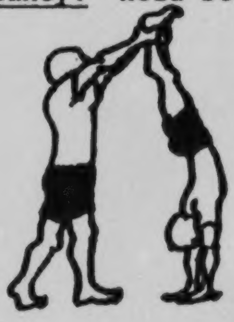
EQUIPMENT: None (clean, dry surface)

PLAYERS: All students

FORMATION: Scattered line

DESCRIPTION: One student stands in a stride position while the other executes a handstand. The standing partner grasps the legs of handstand partner just below the ankles.

Minimal expectancy: Hold stand for three seconds



SUGGESTED ACTIVITIES

SKILL: Base stand

AREA: Classroom, playground

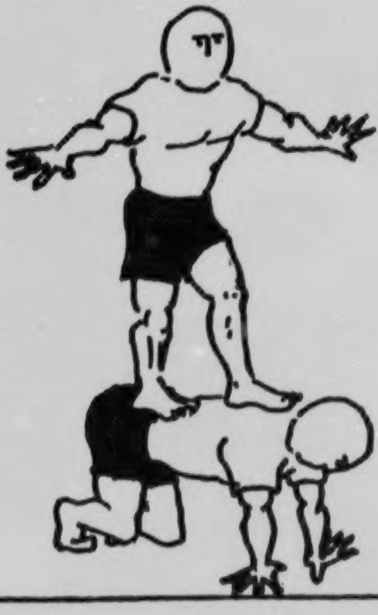
EQUIPMENT: None (clean, dry surface)

PLAYERS: All students

FORMATION: Line, scattered

DESCRIPTION: One partner assumes a kneeling position with trunk slightly inclined toward the center of pyramid. Top partner assumes a stride position on base's back and extends arms in opposite direction.

Minimal expectancy: Hold for three seconds



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SUGGESTED ACTIVITIES

SKILL: Headstand arch

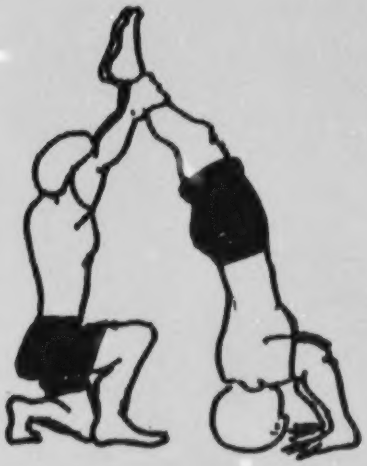
AREA: Classroom, playground

EQUIPMENT: Mat or clean, dry surface

FORMATION: Line, scattered

DESCRIPTION: One partner assumes a kneeling position with his/her trunk slightly inclined forward toward the center of pyramid. Other partner performs a headstand and arches his body toward his partners extended arms.

Minimal expectancy: Hold for three seconds



SUGGESTED ACTIVITIES

SKILL: Double headstand

AREA: Classroom , playground

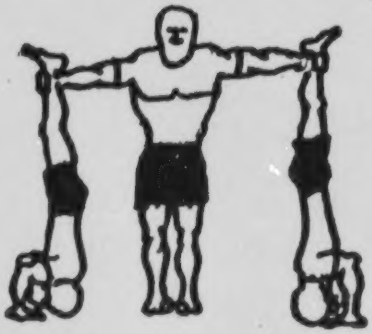
EQUIPMENT: Mat or clean, dry surface

PLAYERS: All students

FORMATION: Line, scattered in threes

DESCRIPTION: Centerman stands erect with arms at side while end partners take a kneeling position on each side of center. Center extends arms sideward while end partners execute a headstand. Center partner holds feet of end partners.

Minimal expectancy: Hold for three seconds



SUGGESTED ACTIVITIES

SKILL: Stride stand

AREA: Classroom, playground

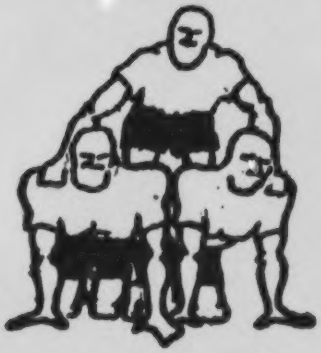
EQUIPMENT: None (clean, dry surface)

PLAYERS: All students

FORMATION: Scattered in threes

DESCRIPTION: Base partners take a kneeling position with backs slightly inclined forward. Top man stands behind ground men with one hand on the shoulders of each base. Top man then stands on lower backs of ground men and extends arms sideward.

Minimal expectancy: Hold for three seconds



SUGGESTED ACTIVITIES

SKILL: Shoulder stand

AREA: Classroom, playground

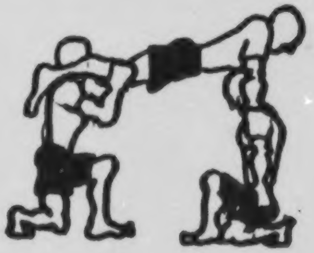
EQUIPMENT: None (clean, dry surface)

PLAYERS: All students

FORMATION: Scattered in threes

DESCRIPTION: End partners kneel on opposite legs and face each other. Top or middle partner places hands on forward base and rear base grasps his ankles. Top man leans forward and maintains extended arms and erect body as rear base lifts his legs and places them on his shoulders.

Minimal expectancy: Hold for three seconds



SUGGESTED ACTIVITIES

SKILL: High center pyramid

AREA: Classroom, playground

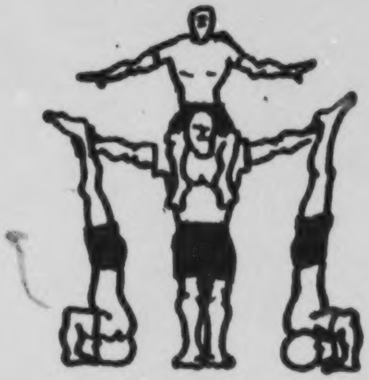
EQUIPMENT: None (clean, dry surface)

PLAYERS: All students

FORMATION: Scattered in groups of fours

DESCRIPTION: One partner sits on base's shoulder with arms extended sideward and downward. Each partner takes the first position of the headstand. End partners execute a headstand while base grasps ankles of end partners. Topman raises arms upward to an extended sideward position and continues upward to an overhead position.

Minimal expectancy: Hold for three seconds



SUGGESTED ACTIVITIES

SKILL: Long stand

AREA: Classroom, playground

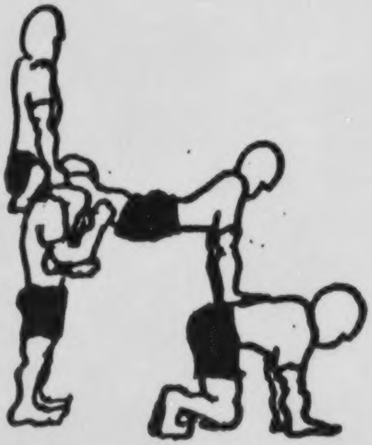
EQUIPMENT: None (clean, dry surface)

PLAYERS: All students

FORMATION: Scattered in groups of fours

DESCRIPTIONS: One partner sits on base's shoulder while partner of other pair rests his hand on base's lower back. Rear couple assist in the upward extension of center man's legs until his feet are resting on the upper man's shoulders.

Minimal expectancy: Hold for three seconds



SUGGESTED ACTIVITIES

SKILL: Squash pyramid

AREA: Cafetorium, playground

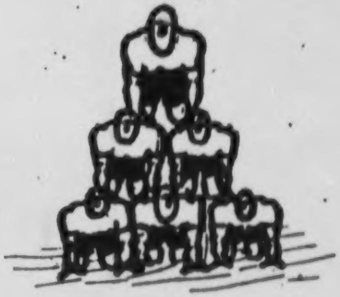
EQUIPMENT: Mats

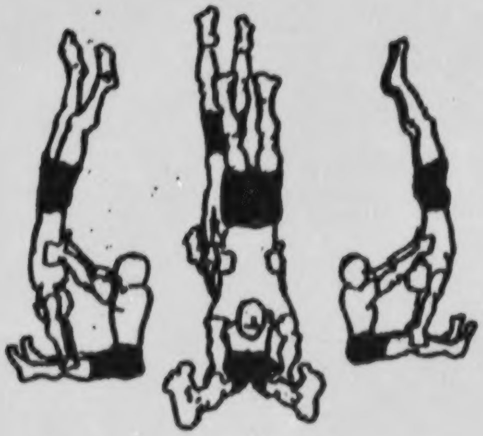
PLAYERS: Groups of 3, 6, or 10

FORMATION: Pyramid

DESCRIPTION: Two bases step forward and get into position close together with hands directly under the shoulder, knees directly under hips. Top takes similar position on the backs of the bases with one knee diagonally across the lower back of each base, and one hand supported on the inside shoulder of each base. Both bases and top thrust arms and legs straight out and all three land in a relaxed, prone position.

Minimal expectancy: Hold for three seconds and relax simultaneously



SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Circle pyramid **AREA:** Cafetorium **EQUIPMENT:** None (clean, dry surface) **PLAYERS:** Any even number above 8 **DESCRIPTION:** Form double circle, bases with backs to center of circle and tops facing bases. Bases sit on floor, spread legs wide to the side. Tops stand between bases, spread legs. Tops bend forward and place hands on bases' thighs, ready for handstand on partners' thighs. Top kick up to the inverted position and hold. **Minimal expectancy:** Hold for three seconds  236	

4.0 **CONCEPT:** Gymnastics

SUB-CONCEPT: Inverted balances

4.9 **OBJECTIVE:** Given adequate instruction and participation, the student will perform skills to develop balance and shoulder strength as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of three of the seven suggested activities

SUGGESTED ACTIVITIES

SKILL: Tripod

AREA: Playground, auditorium

EQUIPMENT: Mats, carpet squares or a clean dry surface

PLAYERS: All students

FORMATION: The student will place hands on the mat, fingers pointing ahead, and hands under shoulders. Place the head on the mat in front of the hands to form a triangle. Keep the weight on the forehead and the hands. Bend the elbows so the upper arms form a shelf. Place the right knee on the right upper arm just above the elbow, then the left knee on the left upper arm just above the elbow. Balance. To descend, bring first one leg down, then the other.

Minimal expectancy: Balance for ten seconds

VARIATION: From the balance position, tuck chin and push into a forward roll.

SUGGESTED ACTIVITIES

TEACHING CUES:
(1) Make sure the student has formed an adequate triangle with the head and hands.
(2) Keep the weight on the forehead and keep the neck firm.
(3) Keep both arms firmly in position.
(4) Shift weight from toes to arms gradually.

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SKILL: Mule Kick

AREA: Playground

EQUIPMENT: None

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: The student will spring from feet and throw weight on hands, keeping elbows straight, head up, knees close to chest. Get the hips vertically above the head. As this position is reached, extend the legs forcibly upward. When the handstand position is reached, flex the hips, push from the floor with the hands,

SUGGESTED ACTIVITIES

and spring back to the feet. Spring from the feet and immediately go into the mule kick position again. Continue alternately springing up into position from the feet and down to the starting point by pushing with the hands.

Minimal expectancy: Two mule kicks in succession.

TEACHING CUES:
(1) Do not allow either arm to collapse as the weight is thrown to the hands.
(2) Spring down to the hands from both feet.
(3) Keep the head up.
(4) Make sure the hips are inverted before extending the legs.
(5) Flex the hips and push with the hands simultaneously to spring down onto the feet.

****

SKILL: Head stand

AREA: Playground, auditorium

EQUIPMENT: Mats, carpet squares or a clean dry surface

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: The student will take a tripod position. Give a slight push from the elbows with the knees; slowly extend the legs until they are straight and above the head. To descend, drop first one leg down then the other, or give a push with the hands, duck the head, curl, and do a forward roll. If the student is unable to get into position from the tripod, place hands and head in triangle, get hips vertically above head, with the feet resting on the mat. Kick one leg up above the hips; catch the balance, then bring other leg up to it.

SUGGESTED ACTIVITIES

Minimal expectancy: Hold for ten seconds

TEACHING CUES:
(1) Keep weight on front part of head, not on top. Keep neck rigid.
(2) Place hands and head in an adequate triangle for balance.
(3) Get hips in a vertical line above the head before extending legs.
(4) Keep legs close to body during the extension process. Keep weight equally balanced between hands and head.

****

SKILL: Forearm head stand

AREA: Playground, auditorium

EQUIPMENT: Mats, carpet squares, or a clean dry area

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Kneel and place forearms and palms down in triangular position on the mat. Place the forehead on the mat between the hands. Walk up to a position

SUGGESTED ACTIVITIES

where the hips are as nearly vertical above the head as possible. Kick one leg up to a position above the head. Catch the balance point and bring the other leg up to position. Arch the back slightly, extend the hips, keep the legs straight and together. Balance the weight on forehead and arms. To decend, flex the hips and drop back one leg at a time, or push up from the mat with the arms, duck head, curl up and do a forward roll.

Minimal expectancy: Hold for ten seconds

****

SKILL: Hand stand

AREA: Playground, auditorium

EQUIPMENT: Mats, carpet squares or clean dry surface

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Place hands on mat, shoulder distance apart, fingers spread and pointing forward, elbows straight. Shift shoulders forward directly over hands. Get legs as close to the body as possible, hips vertically over the head. Kick one leg overhead, followed closely by the second leg. Balance, head up and back slightly arched. Hold this position. To descend, flex hips and drop down one leg at a time.

SUGGESTED ACTIVITIES

Minimal expectancy: Hold for three seconds

****

SKILL: Hand walk

AREA: Playground

EQUIPMENT: Mats, carpet squares or clean dry surface

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: From a balanced hand stand position, shift the weight slightly forward. Move hands as in ordinary walking just as weight is about to fall forward. Descend from a balanced position as in the hand stand.

Minimal expectancy: Three steps from a balanced handstand

TEACHING CUES:
(1) Use the fingers as much as possible.
(2) Shift weight gently as the hands are moved.
(3) Do not get the weight too far ahead of hands since this will cause falling forward.
(4) Be sure the student can support his/her weight in a hand stand before permitting him/her to walk on the hands.

.0 **CONCEPT:** Gymnastics

SUB-CONCEPT: Combatives

4.10 **OBJECTIVE:** Given adequate instruction and participation the student will develop strength and tactics using combatives as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of two of the six suggested activities

SUGGESTED ACTIVITIES

SKILL: Dog-collar pull

AREA: Classroom, gym, playground

EQUIPMENT: One bicycle tire or inner tube per pair

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Have two students face each other while on their hands and knees. Place an inner tube around their necks. (This should leave about two feet or so between their faces.) Each player tries to walk backwards and pull the other a distance of two yards.

Minimal expectancy: Pull the opponent two yards

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SKILL: Finger fencing

AREA: Classroom, gym or playground

EQUIPMENT: None

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Two contestants stand on the right foot and hold the left foot with the left hand. They hook index fingers of the right hands and try to push their opponent off balance. Change feet and hands. Any movement of the supporting foot looses.

Minimal expectancy: Make the opponent move his/her supporting foot

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SKILL: Wrestling

AREA: Cafeteria, gym, playground, or classroom

EQUIPMENT: Tumbling mats

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Double line

DESCRIPTION:
(a) Elbow wrestle - Players lie on floor or sit at a table facing each other. Right hands are clasped with elbows held against each other. On signal, the object is to force the other's arm down while keeping elbows together. It is a loss to raise elbows from the original position. Switch arms.
(b) Leg wrestle - Opponents lie on mat shoulder to shoulder with heads in opposite directions, trunks are close and the rear arms are locked at the elbows. Three counts are given. On the first two counts, each player lifts the leg nearest the opponent to a vertical position. On the third count, s/he hooks his/her opponent's leg near the foot with his heel and attempts to roll him/her over backwards.
(c) Hand wrestle - Contestants place right foot against right foot of opponent and grasp right hands in a handshake grip. The left foot is firmly implanted to the rear for support. Each contestant tries to force the other by hand and arm pressure to move either foot. Any movement of the feet by either player causes the loss of the match.

SUGGESTED ACTIVITIES

Minimal expectancy:
(a) Force the opponent's arm down to the table
(b) Roll the opponent backward
(c) Force the opponent to move either foot

****

SKILL: Stick twist

AREA: Classroom, cafeteria, or playground

EQUIPMENT: Wand for every two students

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Contestants stand facing each other about one foot apart. They extend their arms overhead and grasp the wand.

On a signal, they bring the wand down without changing their original grip. The object is not to let the wand twist in the hands.

Minimal expectancy: Force the opponent to twist the wand

****

SKILL: Shoulder shove

AREA: Six foot circle

EQUIPMENT: None

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Two or more per circle

DESCRIPTION: Contestants stand on one foot with the other foot held by the opposite hand. Each contestant stands within the circle and attempts to shove the other off balance so that s/he will either let go of the foot or hop out of the circle.

Minimal expectancy: Force the opponent out of the circle or force the opponent to let go of his/her foot.

****

SKILL: Bowling pin

AREA: Classroom, cafeteria, playground

EQUIPMENT: One bowling pin per circle

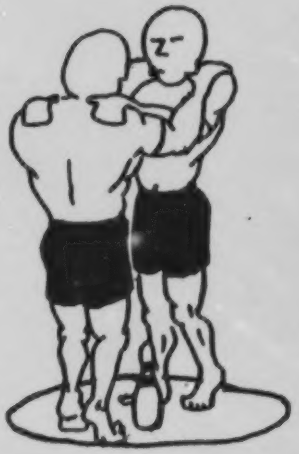
PLAYERS: 6-8 per group

FORMATION: One 3-foot circle per group

DESCRIPTION: Two contestants stand on the edge of the circle. The bowling pin is placed in the center of the circle. The contestants place hands on opponent's shoulders with arms fully extended. On a signal, the contestants attempt to push or pull their opponent to knock over the bowling pin.

Minimal expectancy: Force the opponent to knock over the bowling pin

SUGGESTED ACTIVITIES



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4.0 CONCEPT: Gymnastics

SUB-CONCEPT: Apparatus (Balance Beam)

4.11 OBJECTIVE: Given adequate instruction and participation the student will perform balance beam skills as specified in the following suggested activities to develop balance, agility, and flexibility.
Minimal expectancy: Participation in discussion and practice; successful completion of four of the nine suggested activities

SUGGESTED ACTIVITIES

SKILL: Walk forward

AREA: Classroom, play area

EQUIPMENT: Balance beam

PLAYERS: All students

FORMATION: File, line

DESCRIPTION: Stand on the balance beam with arms extended sideward, head up, back straight, and body weight on the left foot. Raise right foot upward and forward. Place the toe then the heel of the left foot on the balance beam.

Minimal expectancy: Walk the length of the beam one time

****

SKILL: Walk backward

AREA: Classroom, play area

EQUIPMENT: Balance beam

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Line, file

DESCRIPTION: Stand on the balance beam with the arms extended sideward, head up, back straight, and body weight on the right foot. Shift left leg backward placing toe then heel on the balance beam.

Minimal expectancy: Walk backward the length of the beam one time

****

SKILL: Side balance

AREA: Classroom, playground

EQUIPMENT: Balance beam

PLAYERS: All students

FORMATION: Single file

DESCRIPTION: Student will walk to the center of the balance beam and stop with right foot in front of the left. Turn right foot sideways, shift weight to ball of foot and lift left foot off beam. Continue shifting sideward, arch back, and raise left leg.

SUGGESTED ACTIVITIES

Minimal expectancy: One complete transition without losing balance or stepping off the beam

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SKILL: Walk forward, pick up an object

AREA: Classroom, playground

EQUIPMENT: Balance beam

PLAYERS: All students

FORMATION: Single file

DESCRIPTION: Place a small object in the middle of the balance beam. The student will walk to the object, bend knees, extend right arm downward and left arm backward and pick up object. Stand up and walk to the end of the balance beam.

Minimal expectancy: Pick up one object without stepping off the beam.

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SKILL: Walk forward, kneel on one knee, and rise

AREA: Classroom, playground

EQUIPMENT: Balance beam

PLAYERS: All students

FORMATION: Single file

DESCRIPTION: The student begins with left foot well in front of right, knees bent, and arms extended sideward. Bend knees until the knee of the right leg rests on the beam. Hold position for a few seconds then extend and return to standing position.

Minimal expectancy: Kneel once without losing balance or stepping off the beam

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SKILL: Side stepping

AREA: Classroom, playground

EQUIPMENT: Balance beam

PLAYERS: All students

FORMATION: Single file

DESCRIPTION: Stand on beam with feet shoulder width apart and arms extended sideways. Shift weight to left foot. Cross right foot in front of left then place on beam.

Minimal expectancy: Travel the length of the beam crossing one foot over the other

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SKILL: Hop on right and left foot

AREA: Play area, classroom

EQUIPMENT: Balance beam

PLAYERS: All students

FORMATION: Line or file

SUGGESTED ACTIVITIES

DESCRIPTION: Stand on the right foot, raise the left foot backward and upward, and extend arms sideward. Take off from toe of right foot, hop forward and land on toe then heel of the same foot. Then execute with the left foot.

Minimal expectancy: One complete transition

****

SKILL: Sliding

AREA: Classroom, playground

EQUIPMENT: Balance beam

PLAYERS: All students

FORMATION: Single file

DESCRIPTION: Stand sideways on the beam with arms extended sideward and body weight over right foot. Slide left foot to the left. Shift body weight to left foot and slide right foot close to left foot.

Minimal expectancy: Slide the length of the beam one time

****

SKILL: Leg swing

AREA: Classroom, playground

EQUIPMENT: Balance beam

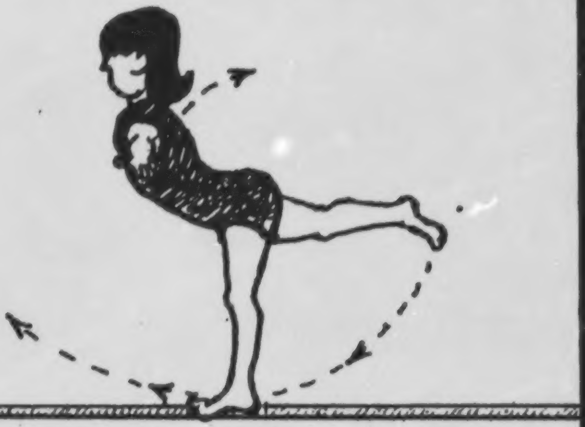
PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Single file

DESCRIPTION: The student will stand on the right foot with head up, trunk bent forward, arms sideways, left leg backwards and off the beam. Swing left leg downward, forward and upward, and raise trunk upward.

Minimal expectancy: Swing each leg one time without losing balance or falling off the beam



4.0 **CONCEPT:** Gymnastics

SUB-CONCEPT: Horizontal Bar

4.12 **OBJECTIVE:** Given adequate instruction and participation the student will perform horizontal bar skills to develop strength, agility and balance as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of two of the five suggested activities

SUGGESTED ACTIVITIES

SKILL: Grip

AREA: Playground

EQUIPMENT: Horizontal bar

PLAYERS: All students

FORMATION: One student on the bar at a time

DESCRIPTION: The basic grip is the front grip. In this grip the thumbs go around the bar. In most activities, the backs of the hands should face the child. Use other grips, such as the lower grip (palms toward the face) and the mixed grip (one hand facing one way and one the other).

Minimal expectancy: Demonstrate the front grip correctly

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SKILL: Hang

AREA: Playground

EQUIPMENT: Horizontal bar

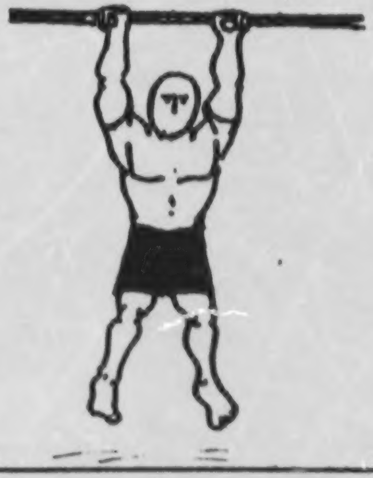
SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: One student at the bar

DESCRIPTION: Jump up and grasp bar with a front (palms facing backward) grip. With feet pointed, one or both knees bent and brought up toward the chest. The student will hold this position.

Minimal expectancy: Hold for ten seconds



SUGGESTED ACTIVITIES

SKILL: Knee hang

AREA: Playground

EQUIPMENT: Horizontal bar

PLAYERS: One student at the bar

DESCRIPTION: The student will jump up, grasp bar with palms facing forward and hands about shoulder width apart. Draw both legs up and through the bar, drop knees over and rest back of knees firmly against bar. Keep knees bent, release and lower body. Reach upward, grasp bar and return to starting position.

Minimal expectancy: Assume the position with no help and hold for five seconds

****

SKILL: Skin the cat

AREA: Playground

EQUIPMENT: Horizontal Bar

PLAYERS: All students

FORMATION: One student on the bar at a time

SUGGESTED ACTIVITIES

DESCRIPTION: Grasp bar with a front grip (palms facing forward) and swing legs forward and upward and flex knees. Move both feet under bar between hands then gradually lower legs to an extended position. Release and drop or return to original position.

Minimal expectancy: One complete rotation (circle)

****

SKILL: Flex Arm Hang - See Physical Conditioning (p.55)

****

SKILL: Pull Ups -- See Physical Conditioning (p.54)

****

SKILL: Swing back and forth and dismount

AREA: Playground

EQUIPMENT: Horizontal bar

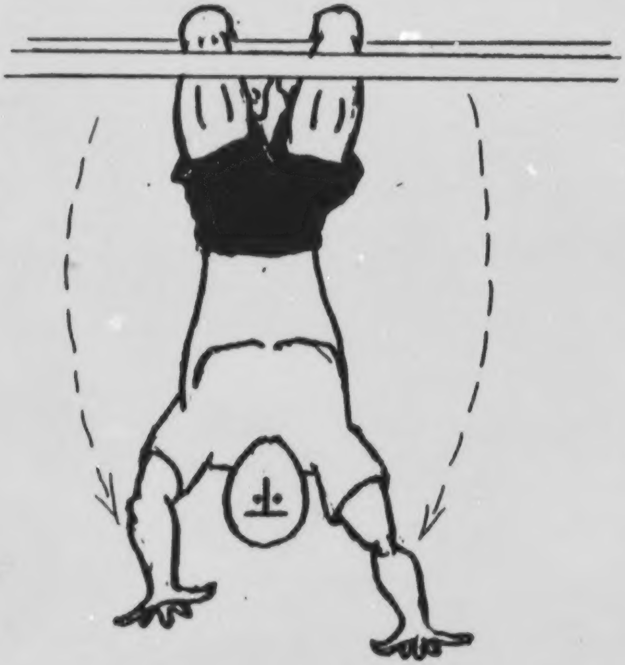
PLAYERS: All students

FORMATION: One student per bar

DESCRIPTION: After assuming the hanging position, the student swings forward by raising legs upward and forward. Swing backward by pulling legs downward and backward. Stop swinging, look downward at landing place, then release both hands and land on balls of feet with knees bending to absorb the fall.

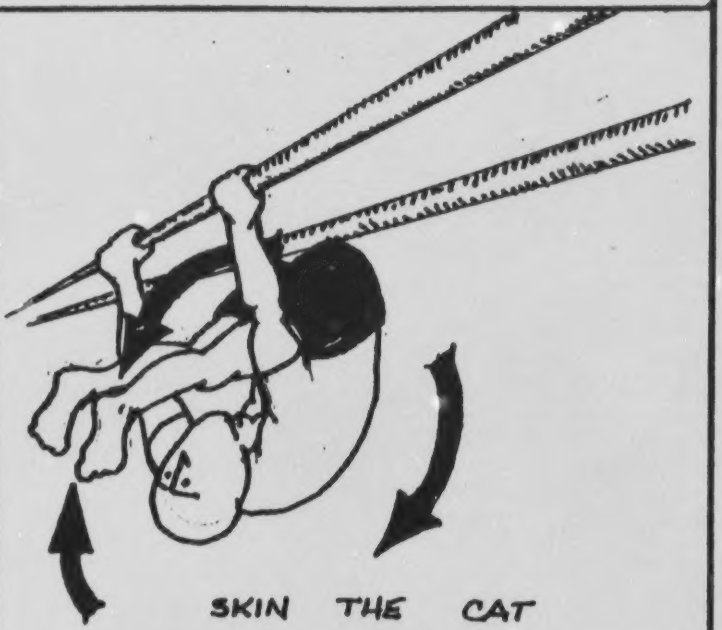
Minimal expectancy: One complete swing both forward and backward

SUGGESTED ACTIVITIES

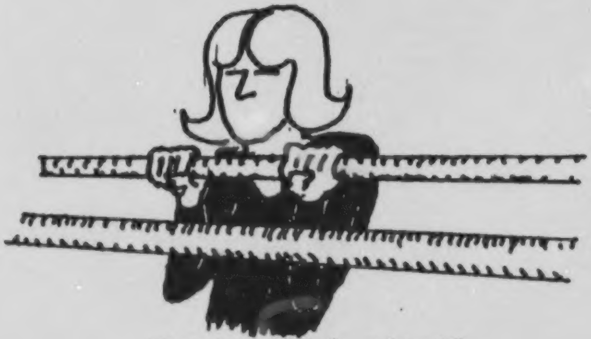


KNEE HANG

SUGGESTED ACTIVITIES



SKIN THE CAT



FLEX ARM HANG

4.0 CONCEPT: Gymnastics

SUB-CONCEPT: Parallel Bars

4.13 OBJECTIVE: Given adequate instruction and participation the student will demonstrate balance, strength, flexibility and endurance on the parallel bars as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of two of the five suggested activities

SUGGESTED ACTIVITIES

SKILL: Cross rest position

AREA: Playground

EQUIPMENT: Parallel bars

PLAYERS: All students

FORMATION: One student on the bars

DESCRIPTION: Stand at the end of and between the two hand rails. Place the hands on the inner top side of the bars and spring upward and forward. Keep the arms extended, so the weight of the body is supported by the hands.

Minimal expectancy: Support the weight with straight arms for five seconds.

* * * * * * * * * * * * * * * *

SKILL: Swing from shoulders

AREA: Playground

EQUIPMENT: Parallel bars

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: One student on the bar

DESCRIPTION: From a cross rest position, swing from the shoulders backward and forward. When swinging backward, lean slightly forward; when swinging forward, lean slightly backward. Keep the head up.

Minimal expectancy: Swing back and forward past the midline of the body two times.

* * * * * * * * * * * * * * * *

SKILL: Hand walk

AREA: Playground

EQUIPMENT: Parallel bars

PLAYERS: All students

FORMATION: One student on the bars.

DESCRIPTION: From a cross rest position, walk the length of the bars by keeping the elbows locked, the body arched, and the toes pointed. Take only small "steps."

SUGGESTED ACTIVITIES

Minimal expectancy: "Walk" the length of the bars maintaining the correct position.

* * *

SKILL: Dip

AREA: Playground

EQUIPMENT: Parallel bars

PLAYERS: All students

FORMATION: One student on the bar

DESCRIPTION: From a cross rest position, drop to a bent arm position and push back to the cross rest position.

Minimal expectancy: One dip, moving to an elbow bent position of 90°degrees

* * *

SKILL: Forward roll from straddle seat position

AREA: Playground

EQUIPMENT: Parallel bars

PLAYERS: All students

FORMATION: One student on the bar

DESCRIPTION: From cross rest position, swing to straddle seat position. Place the hands on the bars in front of the thighs and start to roll forward. Spread the elbows, complete the forward roll, and return to the straddle seat position.

SUGGESTED ACTIVITIES

Place the hands under the buttocks and arms along the bar to help the body complete the roll to the straddle seat position.

Minimal expectancy: One complete forward roll

4.0 **CONCEPT:** Gymnastics

SUB-CONCEPT: Horizontal Ladder

4.14 **OBJECTIVE:** Given adequate instruction and preparation, the student will develop agility and arm and shoulder strength using the horizontal ladder as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of two of the four suggested activities

SUGGESTED ACTIVITIES

SKILL: Hang with both hands on the side rails

AREA: Playground

EQUIPMENT: Horizontal ladder

PLAYERS: All students

FORMATION: Two or three students separated by at least three rungs

DESCRIPTION: The hang should be performed with the opposed thumb grip and usually with straight arms. Encourage the students to hang in a bent arm position, so as to involve more muscles in the upper arm.

Minimal expectancy: Hang for five seconds

* * * * * * * * * * * * * * * * *

SKILL: Travel the length of the ladder using the rungs

AREA: Playground

EQUIPMENT: Horizontal ladder

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Two or three students on the ladder spaced by at least three rungs

DESCRIPTION: Climb up one end of the ladder, rest feet on top step, and one hand grasping each side pole. Reach forward and grasp the second rung with one hand, palm facing forward, and the third rung with the other hand. Simultaneously shift body forward toward the forward hand and release back hand and continue traveling forward to opposite end. Dismount by dropping or by climbing down opposite end of ladder.

Minimal expectancy: Move across the ladder without stopping or letting go of the rungs

* * * * * * * * * * * * * * * * *

SKILL: Travel the length of the ladder using the side rails

AREA: Playground

EQUIPMENT: Horizontal ladder

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Two or three students separated by at least three rungs

DESCRIPTION: Climb up one end of the ladder, rest feet on top step, and one hand grasping each side pole. Grasp both side rails with palms of both hands facing in and swing to a hanging position. Travel forward by sliding one hand forward, then the other. Do not release grip. Slide hands full length of the ladder.

Minimal expectancy: Move across the ladder without stopping or letting go of the side rails.

****

SKILL: Travel the length of the ladder sideways

AREA: Playground

EQUIPMENT: Horizontal bar

PLAYERS: All students

FORMATION: Two or three students separated by at least three rungs

DESCRIPTION: Climb up one end of ladder, rest feet on top step with one hand grasping each side pole. Reach forward and grasp the second rung with the left hand with palms facing the head. Grasp the first rung with the right hand with palms facing the head. Swing to a hanging position. Shift the right hand to the same rung as the left hand, again, with palms facing the same direction. Shift the left hand to the next rung, grasping it with palms facing the head. Continue traveling with body swinging from side to side and the left hand always leading the right.

Minimal expectancy: Move across the ladder without stopping or letting go of the rungs

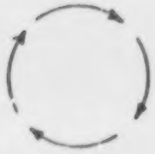
INTRODUCTION TO RHYTHMS

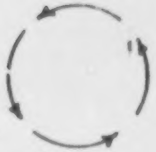
Since the beginning of time, man has used rhythmic movements to express his deepest feelings and inner thoughts. This medium has reflected many aspects of societies' cultures in every age. Rhythmic activities are fun and challenging. Since they involve considerable motor skill, rhythms have become an important part of physical education programs. Balance, coordination, poise, self-control, and self confidence can be developed through these activities. Students have the opportunity for social interaction, creativity, and self expression. From participation in and study of folk and square dances, they can gain insight into cultural trends and values of societies all over the world.

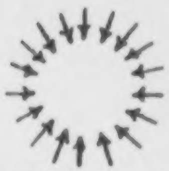
Rhythmic activities can be found in many sources. The following activities are just a guideline for teachers and hopefully will serve as a basis for a progressive rhythms unit to coordinate with students' classroom studies.

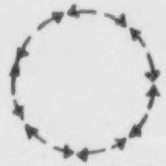
Dance Formations

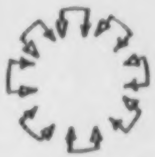
KEY: Boy →
Girl —▷

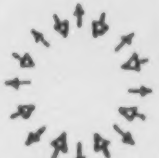

CLOCKWISE

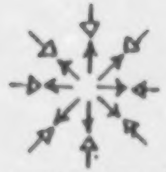

COUNTER CLOCKWISE

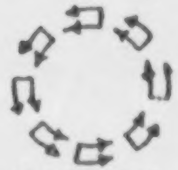

SINGLE CIRCLE

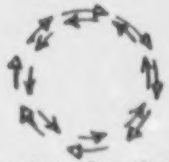

SINGLE CIRCLE FACING PARTNER


SINGLE CIRCLE WITH PARTNERS

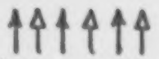

SINGLE CIRCLE ALAMO STYLE

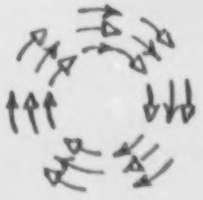

DOUBLE CIRCLE FACING PARTNER

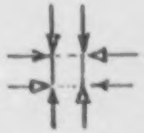

DOUBLE CIRCLE FACING COUNTER-CLOCKWISE

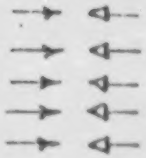

GIRLS CLOCKWISE BOYS COUNTER-CLOCKWISE

KEY: Boy →
Girl —▷

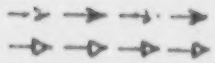

(SIDE-BY-SIDE) LINE


TRIPLE CIRCLE

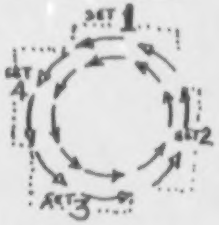

SQUARE


COUPLES ACROSS

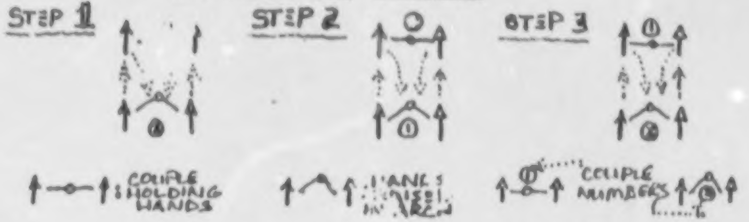
SINGLE FILE


DOUBLE FILE

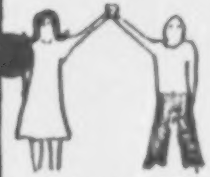
GREENSLEEVES

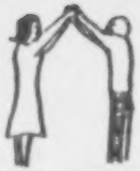

SET 1
SET 4
SET 2
SET 3

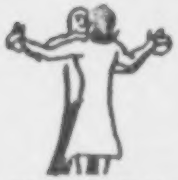
▷TURNING THE SLEEVES◁

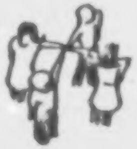

STEP 1
STEP 2
STEP 3
COUPLE HOLDING HANDS
HANDS RAISED IN ARCH
COUPLE NUMBERS

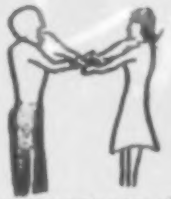
Dance Positions

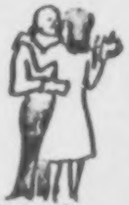

SINGLE ARM ARCH

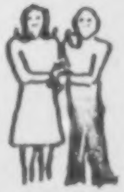

DOUBLE ARM ARCH


BUTTERFLY


STAR


PROMENADE

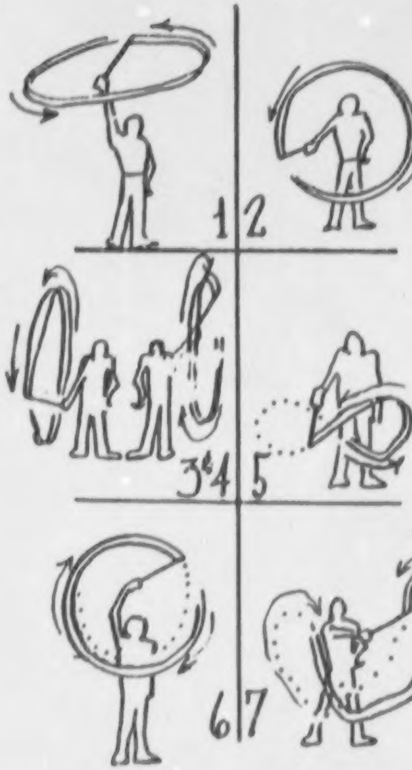

CLOSED


OPEN

Streamer Patterns

PATTERN	ACTION	HAND	POSITION	DIRECTION
1	Θ	R	OVERHEAD	CW
2	⦶	R	FRONT	CW
3	⦶	R	R SIDE	CW
4	⦶	L	L SIDE	CCW
5	∞	R	FRONT	CCW(R) CW(L)
6	∞	R	FRONT-BACK	CCW(FR) CW(BK)
7	∞	R	R SIDE L SIDE	CCW(R) CW(L)

Patterns



·KEY·

CW - clockwise direction
CCW - counter-clockwise direction
R.- right
L - left
FR - front
BK - back
⦶ - verticle circle
Θ - horizontal circle
∞ - figure-eight

5.0 **CONCEPT:** Rhythms

SUB-CONCEPT: Locomotor Skills

5.1 **OBJECTIVE:** Given adequate instruction and participation, the student will perform the following locomotor skills: walk, march, run, gallop, skip, hop, jump, slide, and leap, as specified in the following suggested activities.
Minimal expectancy: Successfully accomplish four out of eight locomotor skills as specified in the following suggested activities

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Walk to rhythmic beat AREA: Open space EQUIPMENT: Record player, record: Primary Musical Games HYP 23 (Educational Activities) PLAYERS: All students FORMATION: Move at random DESCRIPTION: All move separately -walk eight steps -walk on heels eight steps -walk on toes eight steps -squat in a pre-jump position - count one, two, three, four -jump as high as possible - count five, six, seven, eight -repeat from the first Minimal expectancy: Know the definition of walk Demonstrate the walk without music Follow directions in proper sequence without music	RAATIKKO (FINLAND) SKILL: Run in a rhythmic pattern AREA: Open space EQUIPMENT: Record player, record: International Folk Dances HYP 22 (Educational Activities) PLAYERS: All students FORMATION: Move at random DESCRIPTION: Slide-Run (Raatikko) All move separately -slide four steps (very slowly) -slide eight steps (fast) -repeat from the first line in the opposite direction -run sixteen steps -repeat from the first line Minimal expectancy: Give the definition of run Successfully demonstrate run Follow directions in proper sequence with music

SUGGESTED ACTIVITIES

MARCH - GRAND MARCH

SKILL: March to rhythmic pattern

AREA: Open space

EQUIPMENT: Record player, record: (any march music), Norwegian Mountain March, Folkraft 1177

PLAYERS: All students

FORMATION: Single line of students on opposite sides of room

DESCRIPTION: Grand March Call
1. Come down the center in twos
2. Twos right and twos left
3. Come down the center in fours
4. Fours right and fours left
5. Come down the center in eights

Boys and girls line up on opposite sides of the room, facing the rear of the room. The teacher, who makes the calls, stands in the center at the front of the room. As each call is given, the leaders of the two lines respond accordingly and the others in line follow:

1. The boys and girls march to meet one another at the rear of the room. They turn, join hands, and march toward the teacher.
2. The first couple turns to the right, the second to the left, and so on.
3. As the two head couples meet at the rear of the room, they join hands and march toward the teacher.
4. The first group of four turns to the right, the next group turns to the left, and so on.
5. As the two groups of four meet at the rear of the room, they join hands and march toward the teacher.

SUGGESTED ACTIVITIES

Minimal expectancy:
Recognize marching music
Follow directions in proper sequence without music
Participate in discussion and practice
Show respect and consideration for others

VARIATION: If the Grand March is being used to pair the couples for a dance that is to follow, the first pattern is reversed. Call:
1. Fours right and fours left
2. Come down the center in fours
3. Twos right and twos left
4. Come down the center in twos

1. The group of eight divides in half, each group of four going in the opposide direction.
2. As they reach the rear of the room, the groups of four take the position of one behind the other.
3. They march toward the teacher and divide into groups of twos, each group of two going in the opposite direction.
4. When they meet at the rear of the room, they line up behind each other and march down the center toward the teacher and stop.

SUGGESTED ACTIVITIES

SKILL: Hop to rhythmic pattern

AREA: Open space

EQUIPMENT: Record player, record: All Purpose Folk Dances, LPM 1623 (Folkraft)

PLAYERS: All students

FORMATION: Move at random

DESCRIPTION:
All move separately
- walk eight steps
- step-hop eight steps
- balance on one foot, change feet on each sustained note
- repeat from the first line

Minimal expectancy:
Demonstrate hop on each foot without music
Demonstrate hop on each foot to music
Follow directions in proper sequence without music.

* * * * * * * * * * * * * * * * *

CYTRI KORKY (CZECHOSLOVAKIA)

SKILL: Slide to rhythmic pattern

AREA: Open space

EQUIPMENT: Record player, record: International Folk Dances, HYP 22 (Educational Activities)

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Move at random

DESCRIPTION:
All move separately
- slide three steps and stamp
- repeat first in opposite direction
- reverse direction with one slide and a stamp
- repeat third in opposite direction
- walk four steps
- repeat from first line

Minimal expectancy:
Demonstrate slide without music
Attempt slide to music
Follow directions in proper sequence without music.

JINGLE BELLS - MIXER

SKILL: Gallop to rhythmic pattern

AREA: Open space

EQUIPMENT: Record player, record: Jingle Bells, (Folkraft) 1080

PLAYERS: All students

FORMATION: Double circle facing counterclockwise; promenade position

FOOTWORK: Same, both start with the left foot

DESCRIPTION:

Part One

CUE 1 Left two, three, four, five,six,seven, eight	ACTION 1 Gallop eight times, left foot leading
CUE 2 Right two, three, four, five, six, seven, eight	ACTION 2 Gallop to the right with the right foot leading
CUE 3 Left,two, three, four; right ,two, three, four	ACTION 3 Gallop four times to the left, gallop four times to the right
CUE 4 Left , two, three, four; right , two, three, four	ACTION 4 Gallop four times to the left, gallop four times to the right

Part Two

CUE 5 "Jingle bells, jingle bells, jingle all the way"	ACTION 5 Face partner and sing while clapping rhythm of words

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
CUE 6 "Oh, what fun it is to ride in a one horse open sleigh"	ACTION 6 Join both hands and swing with partner (circle clockwise)
CUE 7 "Jingle bells, jingle bells, jingle all the way"	ACTION 7 Repeat claps
CUE 8 "Oh, what fun it is to ride in a one horse open sleigh"	ACTION 8 Swing halfway around with partner, drop hand, and girl advances to new partner (one in front).

For added spirit, tie bells around wrists.

Minimal expectancy:
Give definition and demonstration of gallop
Follow directions in sequence without music
Execute dance correctly with music

* *

SKILL: Jumping, galloping, hopping to a rhythmic pattern

EQUIPMENT: Record player, record: Honor Your Partner Series IV, record 102 (Educational Activities)

FORMATION: Move at random

AREA: Open space

PLAYERS: All students

DESCRIPTION:

This activity combines the skills of galloping, hopping, and jumping. All move separately.
   -gallop sixteen steps

-hop on right foot eight times
-jump five times
-repeat from first line

Minimal expectancy:
Demonstrate jumping, hopping, galloping without music
Demonstrate jumping, hopping galloping with music
Follow directions in proper sequence

* *

SKIP TO MY LOU

SKILL: Skip to rhythmic pattern

AREA: Open space

EQUIPMENT: Record player, record: Skip To My Lou, (Folkraft) 1192

PLAYERS: All students

FORMATION: Single circle of partners facing center, girl on boy's right side

DESCRIPTION:

Part One

CUE	ACTION
CUE 1 "Boys to the inside, skip to my Lou"	ACTION 1 Boys skip forward four springy steps
CUE 2 "Boys to the outside, skip to my Lou"	ACTION 2 Boys repeat back to place
CUE 3 "Boys to the inside, skip to my Lou"	ACTION 3 Boys repeat toward center
CUE 4 "Skip to my Lou, my darling"	ACTION 4 Boys repeat back to place

Repeat same thing with girls doing the skipping in and out of the center.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
Part Two	
CUE 5 "Swing your partner, skip to my Lou, Swing your partner, skip to my Lou, Swing your partner, skip to my Lou, Skip to my Lou, my darling."	ACTION 5 Face partner, join hands, swing clockwise in place, ending in original place.
CUE 6 "Swing your corner, skip to my Lou, Swing your corner, skip to my Lou, Swing your corner, skip to my Lou, Skip to my Lou, my darling."	ACTION 6 Face person on the other side (boy's left, girl's right) and repeat swing.
Part Three	
CUE 7 "Promenade all, and skip to my Lou, Promenade all, and skip to my Lou, Promenade all, and skip to my Lou, Skip to my Lou, my darling."	ACTION 7 Partners join both hands, walk counterclockwise around circle.
CUE 8 "Lost my lover, what'll I do, Lost my lover, what'll I do, Lost my lover, what'll I do, Skip to my Lou, my darling."	ACTION 8 Drop hands, girls continue walking counterclockwise: boys turn and walk clockwise.
End	
CUE 9 "Found another one, just as true Found another one, just as true, Found another one, just as true, Skip to my Lou, my darling."	ACTION 9 Boys pass partner and take next girl. Promenade counterclockwise with new partner. Finish facing center with girl on boy's right side.

Repeat dance with new partner each time.

Minimal expectancy:
Demonstrate skip without music and then with music.
Follow proper sequence of instruction.

5.0 CONCEPT: Rhythms

SUB-CONCEPT: Novelty

5.2 OBJECTIVE: Given adequate instruction and participation, the student will perform the given skills utilizing eye-hand coordination, rhythmic locomotor movements, mime, and opposition, as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of three of the five suggested activities

SUGGESTED ACTIVITIES

STREAMERS

SKILLS: Tracking, sequencing

AREA: Playground, auditorium, cafeteria

EQUIPMENT: Record player, record: Chinese Ribbon Dance AR 578 (Educational Activities), one Chinese ribbon or crepe paper streamer 5-6 feet long (can be attached to the end of a wooden lummi stick)

PLAYERS: All students

FORMATION: Scattered; or in lines facing the teacher

DESCRIPTION:

Streamer Chant

"In the streets of Chinatown,
Ribbon sticks go round and round,
As the boys and girls do race,
All about the market place.
One, two, three, four."

SUGGESTED ACTIVITIES

Pattern One: In a clockwise direction, make a horizontal circle overhead with the streamer in the right hand for twenty beats.

Pattern Two: In a clockwise direction, make a vertical circle in front of the body with the streamer in the right hand for twenty beats.

Pattern Three: In a clockwise direction, make a vertical circle on the right side of the body with the streamer in the right hand for twenty beats.

Pattern Four: In a counterclockwise direction, make a vertical circle on the left side of the body with the streamer in the left hand for twenty beats.

Pattern Five: Make a front figure eight with the streamer in the right hand for twenty beats.

Pattern Six: Make a front to back figure eight with the streamer in the right hand for twenty beats.

SUGGESTED ACTIVITIES

Pattern Seven: Make a right side and a left side figure eight with the streamer in the right hand for twenty beats.

Pattern Eight: In a clockwise direction, make a vertical circle in front of the body with the streamer in the right hand for twenty beats.

Minimal expectancy:

1. Student will perform each of the following movements five times each:
   a. Circle streamer horizontally overhead
   b. Circle streamer vertically in front of the body
   c. Form a figure eight in front of the body
   d. Circle streamer vertically on the right side of the body
   e. Circle streamer vertically on the left side of the body
2. Demonstrate any one movement for the entire twenty beats of the chant

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SKILL: Streamer exploration

AREA: Open space

EQUIPMENT: One streamer (three to five feet long) per child; any slow instrumental music

PLAYERS: All students

FORMATION: Scattered

SUGGESTED ACTIVITIES

DESCRIPTION:
Allow students to explore their personal space with the streamers. Suggest some of the following activities using streamers:

Draw your initials in the air.
Print or write your name.
Make the numbers one through ten.
Get a partner and make your streamers move together; in opposite directions.
Make interesting patterns by changing levels - high, medium, and low.

After letting students simply explore different ways to move their streamers, choose one idea, such as partners working together to show opposition, and have them design a series of moves they can repeat at least three times and then present this routine to the other students. This can be done with partners or in small groups. Students may want to choose other music if they are showing fast or slow movements.

Minimal expectancy:
Each student, by himself, with a partner, or with a small group, will demonstrate some idea such as high-low, fast-slow, together–opposite, etc.

SUGGESTED ACTIVITIES

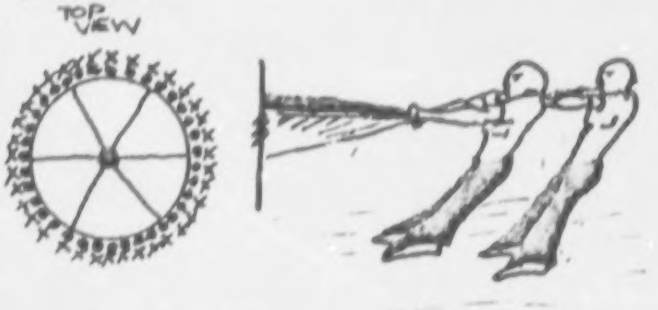
PARACHUTE

SKILL: Sliding to a rhythmic pattern

AREA: Open space

EQUIPMENT: Record player, record: Carrousel (Swedish), Folkraft 1183

FORMATION: Double circle, all facing center; the person in back puts his/her hands on the shoulders or hips of the front person; the front person holds the parachute



DESCRIPTION:
Slide clockwise to the music. When the beat is slow, slide slowly. When the beat is fast, slide quickly. The horse is the person holding the parachute; the rider is behind the horse. When the tempo changes after a measure of slow and a measure of fast, the two people change places. The horse becomes the rider and the rider becomes the horse. Repeat from the start.

SUGGESTED ACTIVITIES

VARIATION:
Instead of changing places, the one in the back moves one person to his/her left making it a mixer.

Minimal expectancy:
Demonstrate:
Ability to change positions from rider to horse
Ability to start and stop on a signal with the group
Changing from a slow to a fast slide, holding parachute without and with music

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LUMMI STICKS

SKILLS: Sequencing, hand-eye coordination

AREA: Classroom or open area

EQUIPMENT: Two lummi sticks per student (Use round wooden or newspaper sticks, approximately 12" to 13" long and 1/2" to 5/8" in diameter)

PLAYERS: All students

FORMATION: Sit cross legged on floor, scattered facing leader or in a semicircle facing leader.

DESCRIPTION:

DOWN: Hold sticks vertically in front, six to eight inches apart. Tap the bottoms of both on floor at the same time.

SUGGESTED ACTIVITIES

TOGETHER: Hold sticks vertically in front and tap sides together one time.

FRONT: Hold sticks at an angle so the top ends slant forward. Tap the floor with the top ends one time.

RIGHT: Hold the sticks to the right side. Tap the floor once as in front.

LEFT: Reverse right actions.

SIDE: Hold one stick to right side, one to left side; tap floor once as in front.

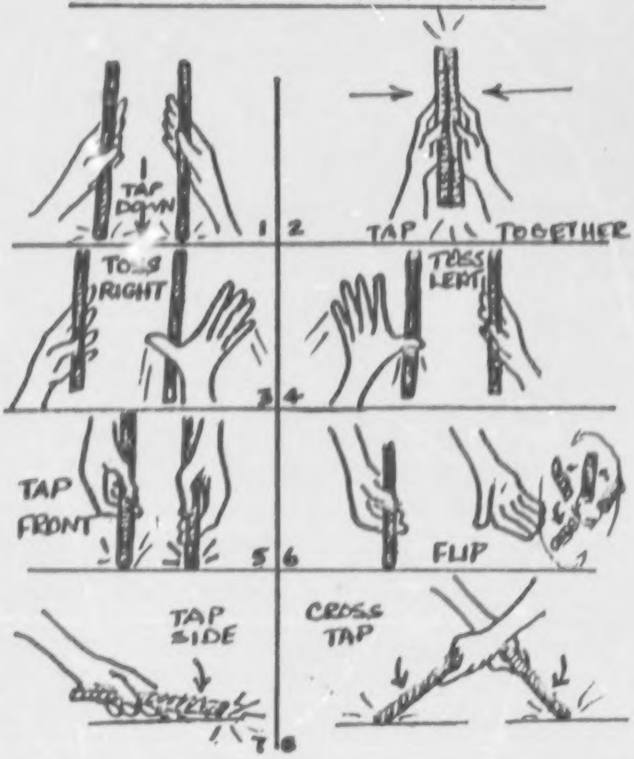
CROSS: Hold sticks, cross arms, tap sticks on floor as in front.

FLIP: Hold sticks and flip once, end over end (toward self) and catch. Flip is always preceded by front, cross, or side pattern.

Minimal expectancy:
Name and demonstrate each position without error

SUGGESTED ACTIVITIES

LUMMI STICK PATTERNS


TAP DOWN
1
2
TAP TOGETHER
TOSS RIGHT
3
4
TOSS LEFT
TAP FRONT
5
6
FLIP
TAP SIDE
7
8
CROSS TAP

SUGGESTED ACTIVITIES

LUMMI STICK ROUTINE

SKILLS: Sequencing, coordination

AREA: Open space, playground, classroom, auditorium

EQUIPMENT: Record player, record: Alley Cat, ATCO, 6226 (Folkraft), two lummi sticks per student

PLAYERS: All students

FORMATION: Circle; semi-circle; rows; scattered; sitting cross legged, or sitting in desks

DESCRIPTION:

EIGHT'S: Down two, three, four, five, six, seven, eight
Together two, three, four, five, six, seven, eight
Front two, three, four, five, six, seven, eight
front, flip, front, flip, front flip, front, flip

FOUR'S: Down two, three, four
Together two, three, four
Front two, three, four
Front, flip, front, flip

TWO'S: Down two
Together two
Front, front
Front, flip
Repeat two's twice (three in all)

SUGGESTED ACTIVITIES

ONE'S: Down, together, front, flip
Down, together, front, flip

BREAK: Front, cross, front, together
(cross) Repeat three times (four in all)
(side) Front, side, front, together
Repeat three times (four in all)
(right) Front, right, front, together
Repeat three times (four in all)
(left) Front, left, front, together
Repeat three times (four in all)

Repeat four's, two's, one's, cross, and side.

End with sticks walking eight counts toward center and eight counts back. Make whiskers and say "meow."

Minimal expectancy:
Each student will demonstrate, without error, four of the nine motions

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SKILL: Mirroring

AREA: Classroom, auditorium, playground, or open space

EQUIPMENT: Record player, record: any slow instrumental

PLAYERS: All students

FORMATION: Partners facing each other or all facing leader

SUGGESTED ACTIVITIES

DESCRIPTION: The children should face the leader who is making specific movements. Arm movements should be introduced first, then arm and leg movements combined. Use a mixture of unilateral, bilateral, and cross lateral movements. This can lead to partner work where one student creates single movements or a series of slow movements for partners to imitate. Students can pretend they are the bionic man or woman in slow motion demonstrating pushing, pulling, falling, or rolling. They can act out a slow motion fight without any actual contact. They can depict a sailor pulling in a heavy anchor during a storm, swimmers in a sea of jello, or a man walking in a wind storm.

Start with a simple task, such as: You and your partner demonstrate three slow motion movements exactly together as if you were looking in a mirror. Gradually add additional and more difficult movements. A harder task might be to show a push, a pull, a fall and a roll and repeat the entire series three times in slow motion with a partner. After carefully structuring the students' series for a while, begin to let those who are ready develop their own series.

Minimal expectancy:
Follow the teacher's slow motion movements to music
Perform a simple three step series to music in slow motion

SUGGESTED ACTIVITIES

TEACHING CUES:
Remind the students repeatedly that control and coordination are necessary for slow motion movements. For best results, allow no physical contact.

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HAND RHYTHMS WITH CARDS

SKILLS: Sequencing and coordinated hand movements

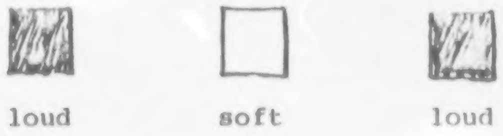
AREA: Open space

EQUIPMENT: Series of cards made from construction paper; dark colors for loud sounds and light colors for soft sounds

FORMATION: Scattered, facing teacher at first, in small groups later

DESCRIPTION:
Make a series of cards from construction paper. Use dark colors for loud sounds and light colors for soft sounds.

Begin the activity with easy sequences. For example:

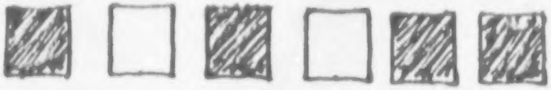


Keep repeating until the children are keeping good rhythm. Change the sequence.

SUGGESTED ACTIVITIES

or

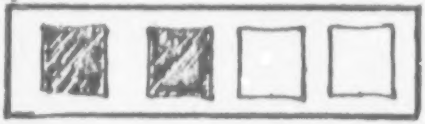
Continue to make the series of claps longer and change the cards around to make the sequences more difficult. For example:



The students' progress and ability will determine the difficulty and length of each successive series.

VARIATION:
Add finger snaps, pats on knees, and foot stomps. Once the students develop good rhythm, let them create their own series.

Divide the students into groups. Give each group a card showing a series of loud and soft symbols to sound out. For example:



Each group in turn should then try to echo or sound back what they have heard. Have them arrange their cards in the order

SUGGESTED ACTIVITIES

the "claps" were heard.

Minimal expectancy:
Make a loud sound for the dark card and a soft sound for the light color card
Repeat a simple three count rhytym given by the teacher
Develop a three count rhythm and teach it to someone else

.0 **CONCEPT:** Rhythms

SUB-CONCEPT: Dances Without Partners

5.3 **OBJECTIVE:** Given adequate instruction and participation, the student will demonstrate the following rhythmic skills using locomotor skills, directionality, and knowledge of body parts.
Minimal expectancy: Participation in discussion and practice; successful completion of two of the five suggested activities

SUGGESTED ACTIVITIES	**SUGGESTED ACTIVITIES**

ALLEY CAT

SKILL: Sequencing foot rhythm

AREA: Classroom or open area

EQUIPMENT: Record player, record: Alley Cat, ATCO-6226, (Folkraft)

PLAYERS: All students

FORMATION: Single circle; lines; or informally arranged; all face same direction; all begin on right foot

DESCRIPTION

CUE 1 Right in, right in, back in, back in	ACTION 1 Place right foot (toe) out to right side, bring it back to place and repeat. Extend right foot backward and back to place and repeat.
CUE 2 Left in, left in, back in, back in	ACTION 2 Repeat Action 1 with the left foot
CUE 3 Right twist, right twist, left twist, left twist	ACTION 3 Lift right foot, bend right knee, and twist to left. Repeat. Then do with the left foot.

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SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
CUE 4 Right twist, left twist, clap and jump	ACTION 4 Repeat right foot once, left foot once, clap hands once, jump landing one quarter turn to the right. Repeat all actions seven times, making quarter turns each time (two complete turns clockwise) until all are facing in the original direction.

ENDING: Right out, right back, left out, left back, right twist, left twist, clap and bow

Minimal expectancy:
Know right and left directions
Demonstrate one quarter turn to right
Perform dance in slow motion without music

SUGGESTED ACTIVITIES

HOKEY POKEY

SKILLS: Sequencing, coordination

AREA: Classroom or open area

EQUIPMENT: Record player, record: Hokey Pokey, Capital 6026 (Folkraft)

PLAYERS: All students

FORMATION: Single circle; lines; or informally arranged

DESCRIPTION: Players follow calls by performing action indicated in verses. When the song calls for the "Hokey Pokey", the elbows are bent, the hands are up (palms out) and are wig-wagged backward and forward in front of the face. The player takes a quick turn clockwise and claps out the rhythm of the song, thrusting the right hand toward the center of the circle at the conclusion.

LAST VERSE: Hands are held high and waved in a trembling motion. Players kneel, slap the floor with both hands, and rise and shout as the music finishes.

VERSES:

1. You put your right hand in,
   You take your right hand out,
   You put your right hand in,
   And you shake it all about,
   You do the Hokey Pokey and turn
   yourself about,
   That's what it's all about-Yeah!

SUGGESTED ACTIVITIES

2. You put your left hand in, etc.

3-10. Using #1 as an example, follow the same procedure substituting each time the following body parts for verses three through ten: Right elbow, left elbow, right shoulder, left shoulder, right hip, left hip, head and whole body

11. "You do the Hokey Pokey,
    You do the Hokey Pokey,
    You do the Hokey Pokey,
    That's what it's all about."

Minimal expectancy:
Demonstrate knowledge of right and left
Use correct body parts as named
Keep with the given beat with no errors

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HUSTLE

SKILLS: Sequencing, coordination

AREA: Classroom or open area

EQUIPMENT: Record player, record: Disco and Soul Dances, AR 569 (Educational Activities)

PLAYERS: All students

FORMATION: Scattered; lines; or lines facing each other

DESCRIPTION:
1. Walk forward three steps, and kick
2. Walk backward three steps and kick

SUGGESTED ACTIVITIES

3. Walk forward three steps and kick
4. Walk backward three steps and kick
5. Grapevine left
6. Grapevine right
7. Kick right foot across to side
8. Kick left foot across to side
9. Jump forward
10. Jump backward
11. Jump out (straddle), jump together
12. Click heels twice
13. Right foot stamp forward two times, to the side two times, once forward, bring feet together once, side, pivot

Minimal expectancy:
Demonstrate grapevine step
Perform dance without music
Walk through dance without music

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ALKA SELTZER

SKILLS: Sequencing and coordination

AREA: Classroom or open area

EQUIPMENT: Record player, record: No Matter What Shape Your Stomach Is In, by the T Bones - Liberty F-55836, LB-2143

PLAYERS: All students

FORMATION: Lines

DESCRIPTION:
1. Place right toe out to side and back in
2. Repeat

SUGGESTED ACTIVITIES

3. Touch left toe to side and back in
4. Repeat step three
5. Touch right toe backward and in
6. Repeat step five
7. Touch left toe back and in
8. Repeat step seven
9. Bring right knee bent across in front of left and back to place
10. Repeat step nine
11. Bring left knee in front of body and back
12. Repeat step eleven
13. Bring right knee across in front and back
14. Bring left knee across in front and back
15. Clap twice
16. Quarter turn to left and repeat

Minimal expectancy:
Walk through dance without music

VARIATION:
1. Four boogaloo steps (right, left, right, left)
2. Two grapevine steps, first to right, then to left
3. Step right, kick left
4. Step left, kick right
5. Clap twice and take one quarter jump turn to left
Repeat from start

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BUNNY HOP

SKILL: Hopping to a rhythmic pattern

AREA: Classroom or open area

EQUIPMENT: Record player, record: Bunny Hop, Capitol 6026 (Folkraft)

PLAYERS: All students

FORMATION: Scattered; double circle facing counterclockwise, or lines

DESCRIPTION

Basic Step

CUE 1 Right, together, right and	ACTION 1 Place right toe out to side; bring right toe back to left heel, repeat
CUE 2 Left together, left and	ACTION 2 Repeat first step using the left foot
CUE 3 Right together, right and	ACTION 3 Repeat again using the right foot
CUE 4 Jump, jump, jump	ACTION 4 Jump three times ("hops" on both feet)

Minimal expectancy:
Perform basic step with no errors

VARIATION: Couple dance for fifth and sixth grade. Double circle facing counterclockwise, open social dance (or promenade) position, both start with right foot

Part One

Basic step four times; on jumps, jump forward each time. End facing partner.

Part Two

Basic step four times facing partner; on jumps, bend knees and twist right, left, right

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES

Part Three

Left, two, three brush:	Continue facing partner, but hold hand in butterfly position. Take three small steps diagonally left toward partner (right shoulders adjacent) and brush toe on floor on fourth count.
Back two, three, brush:	Repeat going back to place.
Right two, three, brush:	Repeat same diagonally right toward partner (left shoulders adjacent).
Jump, jump, jump:	Jump back to place.

Repeat part three, three times (four times in all). On fourth time, boys jump behind partners and all place hands on the shoulders of the person in front making a single file of dancers (conga line).

Part Four

Basic step four times. On fourth time, boys jump to original position beside partner.

Repeat entire dance doing each part twice instead of four times.

Minimal expectancy:
Perform basic step with no errors

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5.0 CONCEPT: Rhythms

SUB-CONCEPT: Mixers

5.4 OBJECTIVE: Given adequate instruction and participation, the student will perform mixers utilizing directionality, weight transfer, and locomotor movements, as specified in the following suggested activities. Minimal expectancy: Participation in discussion and practice; successful completion of two of the four suggested activities.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES

JIFFY MIXER

SKILLS: Sequencing, coordination

AREA: Classroom, open area

EQUIPMENT: Record player, record: Windsor 4685 (Folkraft)

PLAYERS: Group in partners

FORMATION: Double circle facing partners; Butterfly position; opposite boy begins with left foot, girl begins with right foot: directions given for boy.

DESCRIPTION

Part One

CUE 1 Heel, toe, heel, toe	ACTION 1 (Standing on right foot) Place left heel diagonally forward; touch left toe to floor beside right heel, but do not step on it. Repeat, (To get a swingy effect, turn ankle out, in, out, in,)
CUE 2 Side together, side touch	ACTION 2 (A side step followed by a balance) Step left on left foot follow with right, transferring weight; step left again on left; touch right toe to floor beside left heel.

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

CUE 3
Heel, toe, heel, toe, side, together, side touch

ACTION 3
Repeat first step starting with right heel.
Repeat second step to right

Part Two

CUE 4
Chug, clap, chug, clap, chug, clap, chug, clap

ACTION 4
Four backward jumps each followed by a hand clap

CUE 5
Walk, walk, walk, walk

ACTION 5
Four walking steps diagonally forward and to the right to meet new partner (girls advance, boys drop back one)

Minimal expectancy:
Identify name of the dance when the music is played
Identify the type of dance (mixer)
Perform with only minimal difficulty

* *

FIVE FOOT TWO

SKILLS: Sequencing, coordination

AREA: Classroom, open area

EQUIPMENT: Record player, record: Folkraft 1420

PLAYERS: All students

FORMATION: Double circle facing counterclockwise; promenade position

FOOTWORK: Same for boys and girls; start to the left

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
	DESCRIPTION
	Part One
CUE 1 Two step in, two step out	ACTION 1 A two step (step together step and) diagonally forward to left; repeat diagonally right
CUE 2 Walk, two, three, four	ACTION 2 Four slow and bouncy walking steps forward, beginning left
CUE 3 Two step in, two step out	ACTION 3 Repeat first step
CUE 4 Drop left,two, three, four	ACTION 4 Four walks to alamo formation (single circle with boys facing out and girls facing in) partners release left hands. Boy joins left hand with girl in front of him; girl joins left hand with boy in back to complete the circle
	Part Two
CUE 5 Balance forward, balance back	ACTION 5 All step forward on left foot and swing right leg forward; step backward on right foot and then touch left toe to right heel

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
CUE 6 Drop left, two, three, four	ACTION 6 Four walks to reverse alamo formation (single circle with boys facing in and girls facing out): Dancers release left hands again (still holding right hands with partner) and walk clockwise around partner to join left hands with new partner and complete the circle
CUE 7 Balance forward, balance back	ACTION 7 Repeat balance step
CUE 8 Drop right, two, three, four	ACTION 8 Dancers now release right hands (original partner) and holding left hand of new partner, boy steps back beside her into starting position

Minimal expectancy:
Know the name of the dance when the music is played
Know starting position
Perform the dance with minimal difficulty

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GLOW WORM (GAVOTTE)

SKILLS: Sequencing, coordinating movement to rhythmic pattern

AREA: Classroom, open area

EQUIPMENT: Record player, record: Couple Dances and Mixers, HYP 9, (Educational Activities)

PLAYERS: All students

FORMATION: Double circle facing counterclockwise, open social dance position

FOOTWORK: Opposite: Boy begins with the left foot, girl beings with the right foot

DESCRIPTION

CUE 1 Forward two, three, stomp	ACTION 1 Three walking steps forward, then stomp; do not transfer weight to stomping foot
CUE 2 Away, two, three, stomp	ACTION 2 Face partner, drop hands and walk three steps backward, then stomp
CUE 3 Change, two, three, stomp	ACTION 3 Three walking steps and a stomp diagonally right to meet new partner (girls advance, boys drop back one)
CUE 4 Swing, two, three, stomp	ACTION 4 Three walking steps and a stomp in swing position, end facing counterclockwise to begin dance with a new partner

Minimal expectancy:
Identify the dance from the music
Demonstrate the starting position
Perform with no more than three errors

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PATTY CAKE POLKA

SKILLS: Sequencing, coordinating movement to rhythmic pattern

AREA: Classroom, open area

EQUIPMENT: Record player, record: Folkraft 1260

PLAYERS: All students

FORMATION: Double circle, partners facing with both hands joined, boys form inner circle, girls, outer circle

DESCRIPTION

Part One

Measures 1-2: Boys place left heel diagonally to the side and return left toe beside instep of right foot. Girls do same action starting on right foot. Repeat

Measures 3-4: Partners take four slides to the boys' left, moving counterclockwise.

Measures 5-8: Repeat action of measures 1-4, with boys starting right, girls starting left.

Part Two

Measure 9: Clap right hand with partner three times.

Measure 10: Clap left hand with partner three times.

Measure 11: Clap both hands with partner three times.

Measure 12: Slap own thighs three times.

Measures 13-14: Hook right elbow with partner, turn once around in four walking steps.

Measures 15-16: With four walking steps, move left to new partner.

Minimal expectancy:
Identify the name of the dance when the music is played
Follow the directions of the dance steps in proper sequence without the music
Move in the correct direction to get new partner
Attempt the dance with music

5.0 CONCEPT: Rhythms

SUB-CONCEPT: Folk Dances

5.5 OBJECTIVE: Given adequate instruction and participation, the student will identify and perform dances from other countries demonstrating hand-eye and eye-foot coordination skills as specified in the following suggested activities

Minimal expectancy: Participation in discussion and practice; successful completion of four of the seven suggested activities

SUGGESTED ACTIVITIES

TINIKLING (PHILIPPINES)

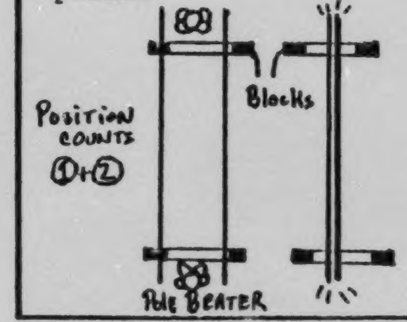
SKILLS: Eye-hand, pole movements

AREA: Open area, auditorium, classroom

EQUIPMENT: Two, eight foot long poles for every four students; two, 30 inch, 2" x 2" blocks to place under ends of the bamboo poles. The last six inches of each block should be painted or marked.

PLAYERS: All students

FORMATION: Place the poles on the blocks (see diagram). Two children kneel or sit at opposite ends of the poles and grasp poles.



Count (1):
Slide poles across blocks and strike them together
Counts (2,3):
Slide poles to painted ends and strike twice

SUGGESTED ACTIVITIES

DESCRIPTION:

3/4 Rhythm:
Count one - Strike poles together in middle by sliding across the 2" x 2" 's.
Count two, three - Strike poles twice on painted ends of the 2" x 2"'s.
Maintain a steady rhythm: in, out, out; in, out, out, or together, apart, apart; together, apart, apart

4/4 Rhythm:
Count one, two - Strike poles together in the middle,
Count three, four - Strike poles apart twice.
Maintain a steady rhythm - in, in, out, out, or together, together, apart, apart.

Minimal expectancy:
Perform one of the pole rhythms with a partner with little or no difficulty
Identify the activity and its origin

SUGGESTED ACTIVITIES

TINIKLING (PHILIPPINES)

KILLS: Eye-hand, eye-foot coordination

REA: Classroom, playground, open area

QUIPMENT: Bamboo poles (or taped lines) ight feet in length, four to eight inches n circumference; wooden blocks or books o act as a base on which the poles rest ecord: Bamboo Hop, (Educational ctivities)

LAYERS: All students

ORMATION: Two tappers, each sitting ross legged at each end of poles; one ancer for each pair of eight foot poles

ESCRIPTION:

/4 Rhythm: Stand outside poles (or lines) with right side next to pole, left knee bent at a right angle, hands on hips
ount one - Leap onto left foot outside of pole.
ount two - Leap sideward onto right foot inside of poles.
ount three - Leap onto left foot inside of poles. Continue in a steady one, two, three rhythm and repeat to right side of poles (leap outside poles to the right on right foot, inside on left, inside on right).

/4 Rhythm: Count one, two - Leap twice onto the left foot outside of poles.

SUGGESTED ACTIVITIES

Count three - Leap onto right foot inside of poles.
Count four - Leap onto left foot inside of poles.
Continue in a steady one, two, three, four rhythm and repeat to right side of poles - leap outside of poles to the right, on right foot twice, inside on left, inside on right.

Minimal expectancy:
Identify activity and its origin
Perform one of the rhythmic patterns with the lines or sticks (stationary), with little or no difficulty

SUGGESTION:
Dancers should say to themselves, 3/4: out, in, in
4/4: out, out, in, in

HELPFUL HINTS:

Practice stick movement and dance steps separately. Teach poles first, then teach dance steps with sticks not moving or use tape on floor, then add stick movement.

Use any popular instrumental record with 3/4 or 4/4 rhythm.

Teach students that this dance depicts the movements of the long legged and long necked bird "tinikling" as it supposedly prances around with two persons sitting on the ground manipulating bamboo poles and trying to trap its legs.

SUGGESTED ACTIVITIES

GREENSLEEVES (ALSO IS A COUPLE MIXER)
ENGLAND

SKILL: Sequencing

AREA: Open area

EQUIPMENT: Record player, record: Greensleeves, R6175 Folkraft

PLAYERS: Couples, in a set of four people

FORMATION: All students form a double circle, facing counterclockwise, with the gents (boys) on the inside, ladies on the outside. Pair off in two couple units; forward couple is couple number one, rear couple is couple number two. Couples keep the same number throughout the dance.

DESCRIPTION:

1. March - inside hands joined, outside hands at side. Take sixteen walking steps forward.
2. Star - the four dancers in each set form a star with the right hands joined. To get into the star, those

SUGGESTED ACTIVITIES

in front should turn right and those in back turn left. Walk seven steps in clockwise direction; then change to left hands and take seven steps in a counterclockwise direction; return to starting position.

3. Turning the Sleeves - Couple number two makes an arch by raising their joined hands, and walks forward four steps while couple number one backs up four steps under the arch. Couple number one, now in back, makes the arch and goes over couple number two. This makes one complete change. Couple number two again makes the arch for couple number one to back under, leaving couple number one in back of couple number two. All now give partners a military salute. Sets split and couple number two goes with the new couple number one in front of them.

Minimal expectancy:
Student will name dance and its origin when the music is played
Student will demonstrate: walking in rhythm with partner, star, arching over and under another couple

KLAPPDANS (SWEDEN)

SKILLS: Sequencing, Polka step

AREA: Open area

EQUIPMENT: Record player, record: Swedish Clap Dances, Folkraft 1175

PLAYERS: All students

FORMATION: Double circle of partners facing counterclockwise, inside hands joined

FOOTWORK: Boy begins on left foot, girl begins on right foot.

DESCRIPTION

Part One

CUE 1	ACTION 1
Face to face and back to back, Face to face and back to back, Face to face and back to back, Face to face and Step Step Step	Face partner, move counterclockwise around the circle with seven Polka steps. Alternate facing partner and turning the back toward partner. Swing joined hands back and forth. On the last three beats, face counterclockwise and step three times in place.

Part Two

CUE 2	ACTION 2
Heel and toe and Step, Step, Step Heel and toe and Step, Step, Step Heel and toe and Step, Step, Step	Four heel-toe Polka steps, Face partner on last three steps

Part Three

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
CUE 1 Bow and Clap, Clap, Clap	ACTION 1 Extend both arms forward, down, back, and forward (bend knees on upswing) and clap three times.
CUE 2 Bow and Clap, Clap, Clap	ACTION 2 Repeat
CUE 3 Clap right, Clap left	ACTION 3 Clap own hands, clap partner's right hand, clap own hands, then partner's left hand (clap partner's hand with an upward movement of the hands).
CUE 4 Clap right, turn and Step, Step, Step	ACTION 4 Clap partner's right hand and turn counterclockwise, stamp three times in place.
CUE 5 Repeat all	ACTION 5 Repeat all actions

Minimal expectancy:
Name dance and its origin when music is played
Walk through dance with partner without music
Demonstrate Polka step

VARIATION:
Girls may move around to new partner on last turn.

TROIKA (RUSSIA)

SKILL: Locomotor movement

AREA: Open area, auditorium, classroom

EQUIPMENT: Record player, record: Troika, Folkraft 1170

PLAYERS: All students

FORMATION:
Divide into groups of three; hold hands. Form the groups into one large triple circle with each student facing counterclockwise. Each group should have one boy in the middle with a girl on either side, or one girl in the middle with a boy on either side.

DESCRIPTION

Figure I

Step 1, Measure 1: Four running steps forward diagonally to the right

Step 2, Measure 2: Four running steps forward diagonally to the left

Step 3, Measures 3-4: Eight running steps forward around the circle

Step 4, Measures 5-6: Hands still joined, the girl on the boy's right runs under an arch made by the boy and the girl on the left, in eight steps. The other two run in place.

Step 5, Measures 7-8: The girl on the left runs under the arch and back to last place in eight steps.

Figure II

Step 1, Measures 9-11: Each group of three joins hands in a circle and runs to the left (clockwise) for twelve steps, beginning on the left foot.

Step 2, Measures 12-16: Stomp in place - left, right, left. Repeat steps one and two, running to the right counterclockwise.

Release hands and repeat entire dance with the same partners. Partners may change in measure sixteen. Girls raise outside hands to make an arch, release boy and he runs with four steps to the next group while the girls stomp in place.

Minimal expectancy:
Name the dance and its origin when the music is played
Walk through dance without music

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SEVEN JUMPS (DENMARK)

SKILL: Two-step

AREA: Open area

EQUIPMENT: Record player, record: Seven Jumps, R6172 (Folkraft)

PLAYERS: All students

FORMATION: Single circle, hands joined

Part One

CUE 1	ACTION 1
Left, two, three, four, five, six, seven, turn	Step-hop (clockwise) eight times and change directions
CUE 2	ACTION 2
Right, two, three, four, five, six, seven, stop	Step-hop (counterclockwise) eight times and stop

Part Two

CUE	ACTION
Right foot	On the first sustained note, place hands on hips and hold right foot up until second sustained note is heard.
Join hands	On the second sustained note, join hands to repeat part one.

Each time part two is done, one sustained note and one new body part is added. Body actions are added in the following order: Right foot up, left foot up, right knee on floor, both knees on floor, right elbow on floor, both elbows on floor, head on floor. By the end of the dance, there are a total of seven notes and seven body actions, plus the last note. This last sustained note is always the signal to join hands and repeat part one.

Minimal expectancy:
Name the dance and its origin when the music is played
Demonstrate step-hop
Use correct body parts where appropriate

VARIATION:
Students can move in general space instead of in a circle.

MEXICAN HAT DANCE (LA RASPA) MEXICO

SKILLS: Bleking step, hopping, elbow swing

AREA: Open space

EQUIPMENT: Record player, record: La Raspa, Folkraft 1119, 1457

PLAYERS: All students

FORMATION: Double circle, boys on the inside, partners facing each other with both hands joined

DESCRIPTION

Measures 1-2: All hop on left foot, place right heel forward; hop on right foot, place left heel forward; hop on left foot, place right heel forward (Bleking step).

Measures 3-8: Repeat measures 1-2 three times.

Measures 9-12: Partners join right elbows with left arms raised over head, skip around each other in place.

Measures 13-16: Repeat skip with left elbows joined.

Minimal expectancy:
Identify the dance and its origin when the music is played
Perform the bleking step
Perform right and left elbow swing with partner

VARIATION:
To make a mixer, boys move to their left to a new partner on measures 13-16.

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SUGGESTED ACTIVITIES

HORA (ISRAEL)

SKILLS: Sequencing, coordination

AREA: Open space

EQUIPMENT: Record player, record: *Hora*, Folkraft 1110

PLAYERS: All students

FORMATION: No partners; single circle, all facing center, hands on upper arms of neighbors, in shoulder position

DESCRIPTION:
Moving left (clockwise), step left foot to left, step right foot in front of left, step left foot to left, swing right foot in front of left foot, step on right foot in place, swing left foot in front of right foot.

Minimal expectancy:
To identify the dance and its origins when music is played
To walk through the dance without music

VARIATION I:

As the music speeds up, the dancers become inspired, and the steps become livelier and more vigorous.

Step (almost leap) to the left with the left foot.

Step (almost leap) on right across left foot.

SUGGESTED ACTIVITIES

Jump on both feet.

Step (almost leap) on left foot while swinging right foot.

Step on right foot in place, swing left foot.

VARIATION II:

Step (almost leap) to the left with left foot.

Step (almost leap) on right foot across left foot.

Jump on both feet.

Step (almost leap) on left foot while raising right knee (keeping right foot close to left leg).

Finish with three quick light stamping steps in place (right foot, left foot, right foot).

5.0 **CONCEPT:** Rhythms

SUB-CONCEPT: American Folk Dances

5.6 **OBJECTIVE:** Given adequate instruction and participation, the student will identify and perform American folk dances, demonstrating square dance and locomotor skills as specified in the following suggested activities. Minimum expectancy: Participation in discussion and practice; successful completion of two of the five suggested activities

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES

VIRGINIA REEL

SKILLS: Reel formation, Do-Si-Do step, sequencing

AREA: Open space, classroom, auditorium

EQUIPMENT: Record player, record: Virginia Reel, Folkraft 1249

PLAYERS: All students

FORMATION: Six couples in file formation with partners facing each other

DESCRIPTION

Measures 1-4:	Forward and back. Partners walk three steps to each other, ladies curtsy, gents bow. All return to their original places.
Measures 5-8:	Right hands around. Partners walk to each other, take right hands, and pass around each other and back to place.
Measures 9-12:	Left hands around. Partners walk to each other, take left hands, and pass around each other and back to place.
Measures 13-16:	Both hands around. Partners walk to each other, take both hands, pass around each other, and back.
Measures 1-4:	Do-Si-Do. Partners walk around each other, passing right shoulders, then left shoulders, and back to place.
Measures 5-16:	First couple joins hands and slides down the set and back.

Measures 1-16: First couple right hands around one and a half turns so that the lady faces the gents' line and the gent faces the ladies' line. The lady turns around with the left hand of the next gent in line; the gent does the same thing with the next lady. The first couple meets in the center and turns around with right hands clasped. Each then continues down the line, turning first with a lady (gent) in the line, then with his/her own partner until the end of the set.

Measures 1-8: First couple "Hurries Home", slides to the top of the set; and all dancers turn 90° to face the caller (or music) in file formation.

Measures 9-16: Cast off, all dancers follow the first lady and the first gent around the outside of the set. The first couple forms an arch at the end and other couples pass under the arch so that the second couple is at the top of the set. The dance is repeated until all couples have been at the top of the set.

Minimal expectancy:
Identify the type of dance when the music is played
Demonstrate do-si-do, right and left hand (or elbow) swing, reel
Demonstrate dance to music with no more than three errors

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TETON MOUNTAIN STOMP

SKILLS: Partner swing, partner change

AREA: Open space, classroom, auditorium

EQUIPMENT: Record player, record: Teton Mountain Stomp, Folkraft 1482

PLAYERS: All students

FORMATION: Single circle facing partners, social dance position or both hands joined

FOOTWORK: Opposite foot: Boy begins on left foot; girl begins on right. Directions are for the boy.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
DESCRIPTION	
CUE 1 In,together, in,stomp	ACTION 1 A side step and a balance. Step left foot toward center of the circle; follow with right foot transferring weight; step again with left foot; stomp right foot but do not transfer weight.
CUE 2 Out,together, out,stomp	ACTION 2 Repeat above, starting on right foot and moving toward outside of circle.
CUE 3 In,stomp, out,stomp	ACTION 3 Step toward center and stomp; step back out and stomp.
CUE 4 Forward two, three, four, five, six, seven, eight, nine, ten, eleven, twelve	ACTION 4 Twelve continuous walking steps counterclockwise from swing, to reversed swing, back to swing position. Boy walks four steps forward, four steps backward and four steps forward; girls walk backward, forward, backward.
	Note: Check dancers to see if they can change from one position to the other before they try the walks. Boy remains on the inside of the circle.
CUE 5 Change two, three, four	ACTION 5 Partners drop hands; boys walk forward four steps counterclockwise and girls walk forward four steps clockwise. Each student will pass by one boy (girl) and meet the second boy (girl) for a new partner.

CUE 6
Swing two, three, four

ACTION 6
Swing new partner one time, ending in starting position.

Minimal expectancy:
Match the name and type of dance with the music
Demonstrate the dance

* *

OH, JOHNNY (AMERICAN)

SKILLS: Allemande, promenade steps

AREA: Open space, auditorium

EQUIPMENT: Record player, record: Oh, Johnny, MAC 2042 (Folkraft)

PLAYERS: All students

FORMATION: Single circle of couples facing center, boys have partners on their right; all hands joined

DESCRIPTION

Measures 1-4: Join hands and go to the right in a ring.

Measures 5-8: Stop where you are, give your partner a swing.

Measures 9-12: Swing your left-hand girl.

Measures 13-16: Swing your own if you are not late.

Measures 5-8: Do-si-do your own.

Measures 9-12: Swing your corner maid.

Measures 13-16: All promenade with that sweet corner maid, singing "Oh Johnny, oh Johnny, oh".

The dance is repeated until all return to their own partners, or until the end of the music.

Minimal expectancy:
Match the name of the dance with the type of dance
Know the meaning of corner or left hand girl
Demonstrate allemande left

* *

DUCK FOR THE OYSTER

SKILLS: Sequencing and coordinating movement to a rhythmic pattern

AREA: Open space

EQUIPMENT: Record player, record: HYP 2 (Educational Activities)

PLAYERS: All students

FORMATION: Square

DESCRIPTION

Introduction:	Honor partner, corner, circle left, circle right, grand right and left, promenade
Pattern:	Couple one leads to couple two, joins hands and circles halfway, clockwise. Couple two raises joined hands, in an arch, and couple one ducks forward under the arch and back. Couple two then makes a second arch and couple one ducks through the arch and passes on to couple three. Repeat actions with couples three and four. Repeat the pattern with couple two leading to couples three, four and one.
Break:	All swing, promenade, grand right and left.
Pattern:	Repeat action with couples three and four leading.
Close:	Swing, promenade, grand right and left, and promenade.

Minimal expectancy:
Identify the dance when the music is played
Identify where couples one, two, three, and four start to make a correct square
Follow directions of dance steps in proper sequence when given without music
Attempt the dance with music

* *

OH SUSANNA (AMERICAN)

SKILLS: Skipping, sequencing

AREA: Open space, auditorium

EQUIPMENT: Record player, record: Oh Susanna F 1186 (Folkraft)

PLAYERS: All students

FORMATION: Single circle with partners (girls on boys' right)

DESCRIPTION

Measures 1-4: Girls take three skips to center and back to place.

Measures 5-8: Boys do the same.

Measures 1-4: Girls take three skips to center and back to place.

Measures 5-8: Boys do the same.

Measures 9-16: On the chorus, partners face each other in a single circle, join right hands, and do "Grand Right and Left" to the seventh person counterclockwise.

VARIATION

Measures 1-2: Stamp four times in place.

Measures 3-4: Clap own hands four times.

Measures 5-8: Face and honor partners and then honor corners.

easures 9-16: All join hands, forward and back four steps. Repeat.

easures 1-4: Stamp four times in place, clap hands four times.

easures 5-8: Swing partner with eight skips.

easures 9-16: Promenade with sixteen steps.

inimal expectancy:
atch the name and type of dance with the music
emonstrate "Grand right and left" and promenade
alk through dance without the music

* * *

RED RIVER VALLEY (AMERICAN)

KILLS: Sequencing and promenade

AREA: Open space, auditorium

QUIPMENT: Record player, record:
ed River Valley, F-1269 (Folkraft)

PLAYERS: All students

ORMATION: Four couples in a square or in a circle as in a mixer

DESCRIPTION

ntroduction: Honor partner, corner, grand right and left, promenade, swing your partner.

igure One: Head couple goes to number two couple. All four circle to the left and to the right, swing with opposite, swing with partner. Head couple leads to number three couple and number four in turn, repeating the same action.

igure Two: Same as figure one, with number two couple as head couple leading to number three couple, number four couple and number one couple.

reak: Grand right and left, promenade with partner.

SUGGESTED ACTIVITIES | SUGGESTED ACTIVITIES

Figure Three: Same as figure one with number three couple as head couple leading to number four couple, number one couple and number two couple in turn.

Figure Four: Same with number four couple as head couple leading to number one couple, number two couple and number three couple in turn.

Closing: Same as break.

Minimal expectancy:
Identify the dance, its origin and formation
Demonstrate grand right and left and promenade
Identify couples one, two, three, and four
Walk through the head couple's part

The following is a listing of suggested records and sources for the activities included in the Rhythms section:

SOURCES

Educational Activities, Inc.
P. O. Box 392
Freeport, N. Y. 11520

Folkraft Records
10 Fenwick Street
Newark, N. J. 07114
and
1159 Broad Street
Newark, N. J. 07114

Hoctor Records
(Division of Dance Records, Inc.)
157-159 Franklin Turnpike
Waldwick, N. J. 07463

Kimbo Educational
P. O. Box 447
86 S. Fifth Avenue
Long Branch, N. J. 07740
Phone: (201) 229-4949

Worldtone Music, Inc.
230 Seventh Avenue
New York, N. Y. 10011

RECORDS

Objective 5.1 - Locomotor Movements

Walk
Primary Musical Games, Honor Your Partner Series, HYP 23, 2 LP Records
$12.95 (Educational Activities)

March
Norwegian Mountain March/Highland Schottische, Folkraft 1177 [Scandinavian]
$2.00 (Folkraft)

Run and Slide
International Folk Dances, Honor Your Partner Series, HYP 22, 2 LP Records
$12.95 (Educational Activities)

Hop
All Purpose Folk Dances, The World of Folk Dances Series, LPM-1623,
$5.98 (Folkraft/R.C.A.)

Objective 5.1 (Cont'd)

Gallop
Jingle Bells, Folkraft 1080, $1.50 (Folkraft)

Jump
Honor Your Partner Series IV, Record 102, (Educational Activities)

Skip
Skip to My Lou/Indian Dance/Jolly Is the Miller, Folkraft 1192, $2.00 (Folkraft)

Objective 5.2 - Novelty

Streamers
Chinese Ribbon Dance, AR 578, $7.95 (Educational Activities)
Also: 1 LP Record
12 Ribbon sticks
12 Instruction sheets and music, Kit: $13.95, (Educational Activities)

Parachute
Carrousel [Swedish], Folkraft 1183

Lummi Sticks
Alley Cat, ATCO 6226, $1.25, (Folkraft)
Also: Lummi Sticks - 1 Album
24 Lummi sticks
12 Instructor sheets, Kit: $13.00, (Educational Activities)

Objective 5.3 - Dances Without Partners

Alley Cat, ATCO 6226, $1.25, (Folkraft)

Hokey Pokey, Capital 6026, $1.75, (Folkraft)

Hustle
Disco and Soul Dances, AR 569, $8.95, (Educational Activities)

Alka Seltzer
No Matter What Shape Your Stomach Is In, Liberty F-55836, LB 2143

Objective 5.3 (Cont'd)

Bunny Hop, Capital 6026, $1.75, (Folkraft)

Objective 5.4 - Mixers

Jiffy Mixer, Windsor 4684, $1.75, (Folkraft)

Five Foot Two, Folkraft 1420, $2.00, (Folkraft)
Also: Couple Dances and Mixers, HYP-6, 4-78 R.P.M. - $12.95
(Educational Activities)

Glow Worm, Couple Dances and Mixers, HYP-9, 4-78 RPM - $12.95, (Ed. Act.)

Patty Cake Polka, Folkraft 1260, $2.00 (Folkraft)
Also: Couple Dances and Mixers, HYP 6, 4-78 R.P.M. - $12.95
(Educational Activities)

Objective 5.5 - Folk Dances

Tinikling
Bamboo Hop, $7.00, (Educational Activities)
Also: 1 Instructional Album - 33 1/3
12 Instruction sheets and music
6 5' Bamboo poles, Kit $12.50, (Educational Activities)
Also: Tinikling, KEA 9015
Album - $8.95
Poles - $5.75
Kit - $14.50

Greensleeves, World of Fun Series, Album 1, Side B, $5.75
(Educational Activities)
Also: Greensleeves/Ribbon Dance, R6175, $1.75, (Folkraft)

Klappdans
Swedish Clap Dance, Folkraft 1175, $2.00, (Folkraft)

Objective 5.5 (Cont'd)

Troika-Folkraft 1170, $2.00, (Folkraft)
Also: World of Fun Series, Record 3, Side B - $5.75, (Educational Activities)

Seven Jumps, World of Fun Series, Record 4, Side A - $5.75, (Educational Activities)
Also: Seven Jumps/Bingo, R6172 - $1.75, (Folkraft)

Mexican Hat Dance
La Raspa, Folkraft 1119 or 1457, $2.00, (Folkraft)
Also: La Raspa, World of Fun Series, Record #6, Side B, $5.75 (Educational Activities)

Hora, Folkraft 1110, $2.00, (Folkraft)
Also: Hora and Variations, Folkraft 010, $2.00, (Folkraft)

Objective 5.6 - American Folk Dance

Virginia Reel
Square Dancing Series, HYP 4, Side 2, $7.95, (Educational Activities)
Also: Virginia Reel, Folkraft 1249, $2.00, MAC 7345, $2.10, (Folkraft)

Teton Mountain Stomp
Teton Mountain Stomp/American Promenade, Folk 1482 (Folkraft)

Oh Johnny, MAC 2042, $2.10, (Folkraft)

Duck For The Oyster, Square Dancing Series, HYP 2, Side 3, $7.95, (Educational Activities)

Oh Susanna
Oh Susanna/Brown-Eyed Mary - instrumental only, F-1186, $2.00, (Folkraft)

Red River Valley, F1269, $2.00, (Folkraft)
Also: Square Dances, Music and Calls, HYP 8, 2 LP Records, $12.95 (Educational Activities)

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INTRODUCTION TO ADDITIONAL ACTIVITIES

The additional activities section of this guide includes numerous exciting and challenging skills.

The activities contained in this component should supplement the basic physical education program by stimulating creative thinking, freedom of self-expression, and physical development.

6.0 CONCEPT: Additional Activities

SUB-CONCEPT: Hoop activities

6.1 OBJECTIVE: Given adequate instruction and participation, the student will perform hoop activities as specified in the following suggested activities.
Minimal expectancy: Participate in discussion and practice; successful completion of four out of nine suggested activities

SUGGESTED ACTIVITIES

SKILL: Hoop activities using various body parts

AREA: Playground or open indoor area

EQUIPMENT: One hoop per student

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Use the hula hoop with various body parts, such as waist, legs, arms and fingers. Swing the hoop on one arm and attempt to transfer the hoop to the other arm without disrupting the continuous swinging motion. Swing the hoop around one ankle, jumping over the hoop as it passes the other foot.

Minimal expectancy: Maintain hoop rotation for three seconds on each body part.

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SKILLS: Eye-hand coordination, rolling

AREA: Playground

SUGGESTED ACTIVITIES

EQUIPMENT: One "groovee loop" and wand per student

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Grip the wand and hold it at an angle low on the hoop and push so that the hoop rolls forward. For a disconnected roll, push the hoop forward using the stick and let it roll freely ahead. Catch up with the hoop, reinsert the wand in the groove, and again push the hoop forward.

Minimal expectancy: Roll the hoop a minimum of 10 feet.

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SKILLS: Coordination, spinning

AREA: Playground or gymnasium

EQUIPMENT: One hoop and wand per student

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Scattered

DESCRIPTION: Spin the hoop like a top. See how fast it can be made to rotate. While the hoop is spinning, attempt to run around it before it falls.

Minimal expectancy: Run once around the hoop before it falls over.

VARIATION: Place the wand pointing toward the ground. Insert it in the groove and rotate the hoop.

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SKILL: Jumping

AREA: Playground or gymnasium

EQUIPMENT: One hoop per student

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Grip the hoop in front of the body with the palms down. Swing the hoop downward, jump through the hoop, and keep turning so that it is like jumping rope. Jump forward, backward, and sideward.

Minimal expectancy: Jump through the hoop at least three times in succession.

SUGGESTED ACTIVITIES

SKILLS: Coordination, reverse spinning

AREA: Playground or gymnasium

EQUIPMENT: One hoop and wand per student

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Roll the hoop with a reverse spin to make it return to the thrower. The key to the reverse spin is to pull the hoop down toward the floor as it is released.

Minimal expectancy: Make the hoop return to the player without falling

Variations: Reverse spin the hoop, jump over it, and catch it as it returns. Roll the hoop in a reverse spin and as it returns, lift it with the foot and catch it in the air.

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SKILL: Catching

AREA: Playground or gymnasium

EQUIPMENT: One hoop per student

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Scattered

DESCRIPTION: Play catch by throwing the hoop in the air and catching it before it touches the ground.

Minimal expectancy: Catch the hoop before it touches the ground.

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SKILLS: Coordination, tracking, exchanging

AREA: Playground

EQUIPMENT: One "groovee loop" and wand per student

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Partners each have their own hoop and stick. They both start their hoops rolling forward freely. As they catch up with the hoops, they cross over and push the other student's hoop forward. The next time they catch up with the hoops, they cross over again and push their own hoop forward. Continue.

Minimal expectancy: Make two exchanges without letting the hoop fall.

SUGGESTED ACTIVITIES

"SPIN CONTEST"

SKILL: Coordination

AREA: Playground, gymnasium or classroom

EQUIPMENT: One hoop per student

PLAYERS: All students

FORMATION: Line

DESCRIPTION: Space students four to five feet apart. See which student can rotate the hoop the longest without letting it stop or fall.

Minimal expectancy: Spin the hoop five seconds.

6.0 CONCEPT: Additional Activities

SUB-CONCEPT: Wand Balance Activities

6.2 OBJECTIVE: Given adequate instruction and participation, the student will perform wand activities to develop balance as specified in the following suggested activities.
Minimal expectancy: Participate in discussion and practice; successful completion of one of the two suggested activities

SUGGESTED ACTIVITIES

SKILL: Balance on ground

AREA: Playground

EQUIPMENT: Wands (36" to 42" long)

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Place the wand on end on the ground and quickly let go balancing the wand on ground long enough to run around it or swing leg over it.

Minimal expectancy: Run around or swing leg over wand before it falls.

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SKILL: Balance on various body parts

AREA: Playground, gynmasium

EQUIPMENT: Wands (36" to 42" long)

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: As leader calls body parts, such as wrist, arm, knee, leg, foot etc., the student attempts to balance the wand on that part of the body.

Minimal expectancy: Balance wand on the specified part for two seconds

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Wand Agility Activities

6.3 **OBJECTIVE:** Given adequate instruction and participation, the student will perform wand activities to develop agility as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of one of the three suggested activities

SUGGESTED ACTIVITIES

THROUGH THE STICK

SKILL: Flexibility

AREA: Classroom, gymnasium, playground

EQUIPMENT: Wands (36" - 46" long)

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Holding wand in both hands, step through stick one leg at a time and return without touching the stick. Step through again, but this time bring the stick up the back, over the head, and around in front of the body. Reverse or try from side to side.

Minimal expectancy: Perform the skill without touching or letting go of the wand

SUGGESTED ACTIVITIES

SKILL: Arm roll and flip

AREA: Classroom, gymnasium or playground

EQUIPMENT: One stick or wand per student

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Hold the wand on the back of your hands in front of you - raise your arms and let the wand slowly roll down to your chin. Now slowly lower arms and let stick roll to the fingertips. Flip the wand a half turn and catch it before it hits the ground.

Minimal expectancy: Do not lose control of, or let the wand touch the ground.

WAND JUMP

SKILL: Jumping

AREA: Classroom, gymnasium, or playground

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

EQUIPMENT: One wand per child

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Hold the wand in one hand, jump in the air and attempt to pass wand under feet before landing.

Minimal expectancy: Do not touch the wand or let go of it.

VARIATION: Hold the wand with two hands. Jump with both feet through the arms and over the wand without releasing it.

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SUGGESTED ACTIVITIES

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Wand Partner Activities

6.4 **OBJECTIVE:** Given adequate instruction and participation, the student will perform wand partner activities as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of two of the four suggested activities

SUGGESTED ACTIVITIES

SKILL: Wand touch

AREA: Classroom, cafetorium, or playground

EQUIPMENT: One wand per student

PLAYERS: All students

FORMATION: Partners facing each other

DESCRIPTION: Players stand at least three feet apart and attempt to touch ends of wands together as many times as possible without missing. Try the same thing with the other hand.

Minimal expectancy: Touch wands at least three times.

* * * * * * * * * * * * * * * * *

SKILL: Balance and swap

AREA: Classroom, cafetorium, or playground

EQUIPMENT: One wand per student

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Partners each balance his/her wand on ground and on a signal, attempt to catch the partner's wand before it falls. Attempt stunt with three.

Minimal expectancy: Catch the partner's wand before it touches the ground.

* * * * * * * * * * * * * * * * * * *

SKILL: Partner carry

AREA: Classroom, cafetorium, or playground

EQUIPMENT: One wand per two students

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Partners face each other and place one end of wand against their foreheads. By applying pressure they can move around without dropping the wand.

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

Minimal expectancy: Maintain for five seconds

VARIATION: Another challange can be added by kneeling, sitting, and moving into push-up position. The wand can be held by other body parts such as hands, knees, elbows, and ankles.

* * * * * * * * * * * * * * * * * *

SKILL: Partner catch

AREA: Classroom, cafetorium, or playground

EQUIPMENT: One wand per student

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Partners face each other a short distance (4') apart, each holding his/her wand in his/her right hand. On signal, each throws their wand to the partner with the right hand and catches the incoming wand with the left hand.

Minimal expectancy: Toss the wand so your partner can catch it, and catch your partner's wand before it touches the ground.

321

SUGGESTED ACTIVITIES

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Wand Isometric Exercises

6.5 **OBJECTIVE:** Given adequate instruction and participation, the student will perform wand isometric activities to develop strength as specified in the following suggested activities.
Minimal expectacy: Participation in discussion and practice; successful completion of the isometric exercise as specified in the suggested activities.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Isometric exercise AREA: Cafetorium, classroom, or playground EQUIPMENT: One wand per student PLAYERS: All students FORMATION: Scattered DESCRIPTION: These isometric exercises are presented to strengthen grip: 1. Place hands six inches apart near center of the wand. Extend arms and attempt to pull hands apart. 2. Place hands six inches apart near center of wand. Extend arms and attempt to push hands together. 3. Hold wand overhead with the hands spread wide. Attempt to push hands together. Reverse force and attempt to pull stick apart. 4. Have knees bent and place wand under the thighs. Place the hands between the legs and attempt to lift. Now try with hands on outside of legs. 5. Grip wand and extend arms overhead, feet apart. Bend sideways as far as	possible, keeping the arms and legs straight. Reverse and bend to other side. Minimal expectancy: Maintain exercises 1-4 for a minimum of 10 seconds. Bend four times to each side.

6.0 CONCEPT: Additional Activities

SUB-CONCEPT: Balancing Activities

6.6 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop balance, coordination and spatial awareness as specfied in the following suggested activities.
Minimal expectancy: Successful completion of 25 per cent of the suggested activities and a safety awareness in use of all equipment

SUGGESTED ACTIVITIES

SKILL: Safety

AREA: Playground, classroom, cafetorium

EQUIPMENT: Tires, balance beam, roller balance board, can stilts

PLAYERS: All students

FORMATION: Scattered for lecture

DESCRIPTION: Students should be made aware of the dangers involved in carelessness and over confidence. Spotters should be used in all activities. Contact among students on the equipment should not be allowed, as the main objective is balance and coordination.

Minimal expectancy: The student will be able to demonstrate safety awareness.

* *

SKILLS: Balance, coordination, and spatial awareness (Balance Beam)

AREA: Playground, inside facility

EQUIPMENT: Balance beam, (adjustable to 3 or 4 feet) ball, bean bag, wand, jumprope

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Single file

DESCRIPTION: Using the balance beam the student will perform the following activities.

1. Walking forward:
    a. Normal walk with arms in various positions.
        1. Forward
        2. Sideways
        3. Overhead
        4. Behind back
        5. On head
        6. Hands on hips
    b. On toes
    c. Flat-footed
    d. On heels only
    e. Using very small steps
    f. Using very long steps
    g. Combinations: Walk forward using, in sequence, a small step, a long step, a flat-footed step, etc.
    h. Eyes closed
    i. Left foot always in front of right

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

   j. Right foot always in front of left
2. Walking backward:
   Repeat all the above (a-j) by walking backward
3. Walking sideways:
   Repeat (a-h) by walking sideward; first sideward right then left.
   k. Move sideways the length of the beam, crossing the left leg in front of the right; on the return cross the left.
4. Sliding:
   a. Forward
   b. Backward
   c. Sideways
   d. Variations: such as suggested in walking forward
5. Sitting:
   a. Sit sideways on the beam, balance on seat
   b. Sit longways on the beam
   c. Add a challenge by fully extending arms to sides and straighten legs to the front
6. Turns:
   a. 90°
      1. Regular turn
      2. Standing on one foot
      3. Slight swing of the non-supporting leg
      4. With arms held sideward, walk to the middle of the beam, turn around and walk backward.
      5. Walk forward to the middle of the beam, turn and walk the remaining distance sideward left/right with weight on the balls of the feet
   b. 180° Turns:
      1. Stationary turns
      2. Weight-resting on the front leg, back leg.
      3. Weight-resting equally on both legs.
      4. One-leg turns.
7. Three and four points of contact, face down.
   a. Two legs and one arm
   b. Two arms and one leg
   c. Two arms and two legs
   d. In positions a, b, and c:
      1. Walk forward/backward
      2. Slide
8. Three and four points of contact, face up. Same as above (a-d)
9. Throwing, catching and bouncing
   a. Roll a ball across the beam
   b. Bounce a ball across the beam (bend low for short dribble)
10. Jumping a rope
   a. Walk forward while turning rope over body.
   b. Walk backward while turning rope over body.
   c. High step over a rope being extended across the beam by two other students.
11. Stunts
   a. Walk to the center and touch the floor
   b. Hop on one foot
   c. Walk forward to center, kneel on one knee, rise and continue to end of beam.

SUGGESTED ACTIVITIES

- d. Walk forward to center, kneel on one knee, straighten right/left leg forward until the heel is on the beam and the knee is straight. Rise and walk to the end of beam.
- e. Stand on beam, feet side by side with eyes closed. Record the number of seconds balance is maintained.
- f. Stand on beam, one foot in advance of the other with eyes closed. Record the number of seconds balance is maintained.
- g. Stand on right/left foot with eyes closed. Record the number of seconds balance is maintained.
- h. "Cat Walk" on beam. Walk on "all four's," hands and feet on beam.
- i. Partners stand at opposite ends, walk to middle, pass each other and continue to end.

12. Using a Wand
    - a. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over wand, then continue to the end of the beam.
    - b. Same as "a" only walk backward.
    - c. Hold wand at height of 3 feet. Walk forward/backward and pass under bar.
    - d. Hold wand 15 inches above beam. Balance a bean bag on head and walk forward/backward stepping over wand.
    - e. Hold wand 3 feet high. Walk forward/backward with hands on hips and pass under bar.

SUGGESTED ACTIVITIES

13. Using a bean bag
    - a. Walk forward, pick up bean bag from the middle of the beam and continue to the end.
    - b. Walk forward/backward with bean bag on head.
    - c. Walk forward with arms held sideward palms down with bean bag on back of each hand.

Minimal expectancy: Demonstration of competency in the perceptual area of balance and coordination by successful completion of one-third of the skills in each category.

SUGGESTIONS: Use spotters

ROLLING BALANCE

SKILLS: Balance, coordination

AREA: Playground or cafetorium

EQUIPMENT: Cylinder, balancing board, bean bag, yarn ball, balloon, hoop

PLAYERS: All students

FORMATION: One student at a time with other classmates waiting in a line a safe distance away from the activity.

DESCRIPTION: Rolling Balance/Cylinder and Board

1. Secure a balanced position on the board. Change position of arms.
2. Secure balance and gradually lower the

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

body to touch the board.
3. Change from a two-foot to a one foot balance. Change from one foot to the other foot.
4. Hold and maintain balance while performing the following tasks:
    a. Bounce and catch a ball with two hands.
    b. Toss a ball, yarn ball or balloon into the air and catch it with both hands.
    c. Try both of the above stunts with one hand.
    d. Dribble a ball and keep track of the number of successful bounces made without losing balance.
    e. Twirl a hoop on various parts of the body and maintain balance.
    f. Do some of the above activities with eyes closed.
5. Balance on knees.
6. Pick up a bean bag from the board.
7. Balance on the board with a partner.
8. Switch a hoop from performer's arm to partner, without stopping the twirling action or losing balance.

Minimal expectancy: Accomplish five of the suggested skills.

SUGGESTION: Use spotters

BALANCE BOARD

SKILLS: Balance, coordination

AREA: Playground or cafetorium

SUGGESTED ACTIVITIES

EQUIPMENT: Balance board, bean bag, playground ball, hoop

PLAYERS: All students

FORMATION: One student at a time with other classmates waiting in a line

DESCRIPTION:
1. Refer to all suggested activities for rolling balance.
2. Tilt forward until the front edge of the board touches the floor and return to the starting position. Also try tilting backward, to the right and left.
3. Balance on various body parts such as stomach and seat.
4. Jump from the floor to the board and gain balance without touching the floor.
5. Start from a standing position on the board and move to a kneeling position. Reverse and move to standing position.

Minimal expectancy: Accomplish three of the suggested activities.

TIRE WALK

SKILLS: Balance, coordination

AREA: Playground

EQUIPMENT: Tire walk

PLAYERS: All students

FORMATION: Single file

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

DESCRIPTION:

1. Walking forward, sideward, backward with arms in varied positions.
2. Walking forward, sideward, backward with eyes closed.
3. Walking forward, sideward, backward on all fours.
4. Walking forward, sideward and backward with variations in steps:
   a. Short steps
   b. Long steps
   c. On balls of feet
   d. On heels
   e. Combinations of all
5. Sitting and/or laying on the tires in various ways.
6. Three and four points of contact-face down:
   a. Two legs, one arm
   b. Two arms, one leg
   c. Two arms and two legs
7. Stunts
   a. Walk to center and touch the ground
   b. Walk to center and kneel on one knee, rise, then continue to end
   c. Partners, starting at opposite ends, pass one another on tires and continue to the end
   d. Balance a bean bag on head

Minimal expectancy: Accomplish five of the suggested activities.

SUGGESTED ACTIVITIES

CAN STILTS

SKILLS: Balance, coordination

AREA: Playground, cafetorium or classroom

EQUIPMENT: Two can stilts, bean bag, balloon, hoop

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION:

1. Walk forward, backward, sideways and around in a circle on stilts while maintaining balance
2. Race on stilts against a partner
3. Step in and out of a hoop while on stilts without touching the hoop (hoop is placed on the ground).
4. Go around an obstacle course while on stilts
5. Use the head to keep a balloon up while on stilts
6. Keep hoop rotating around hips while on stilts

Minimal expectancy: Be aware of the hazards of over-confidence and be able to walk forward and backward on stilts.

SUGGESTION: Be sure to warn the students of the danger involved in becoming too over-confident with the height involved.

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Tug-O-War

6.7 **OBJECTIVE:** Given adequate instruction and participation, the student will perform skills to develop teamwork, coordination, balance and upper and lower body strength as specified in the following suggested activities. Minimal expectancy: The student will be able to demonstrate teamwork and safety considerations.

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

TUG-O-WAR

SKILLS: Coordination, balance, upper and lower body strength.

AREA: Playground, with a straight area for 50' of rope, marked with two parallel lines 10' apart, with a center marker midway between the lines.

EQUIPMENT: A 50' rope, 1¼ inches thick, preferably with knotted or looped ends and center area marked

PLAYERS: All students

FORMATION: Straight lines, divided teams, facing one another

DESCRIPTION:

Both teams will begin in a standing position with bodies on alternate sides of the rope and hands secured around the rope at hip level. At the first whistle, students should stand in their appropriate position. At the second whistle, students should pick up the rope and secure it. At the third whistle, both teams will demonstrate teamwork by pulling together as their team leaders yell "pull," attempting to pull the opposing team over the center line. When one team successfully accomplishes this, a fourth whistle will indicate immediate dropping of the rope.

Minimal expectancy: Successfully work with a team, follow all safety precautions, and demonstrate the balance needed for success.

TEACHING CUES:

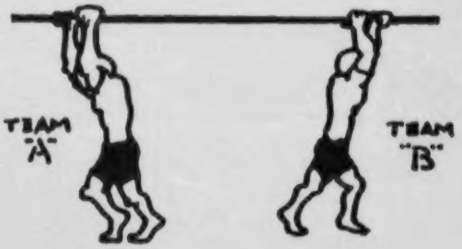
1. Practice beforehand to develop teamwork and to follow the whistle signals.
2. Stress the importance of a team leader and team yelling and pulling together.
3. Explain how the use of body weight and slant can help the pull.
4. If the terrain is appropriate, digging in with feet may be helpful.

VARIATIONS:

1. A center ditch or container filled with

SUGGESTED ACTIVITIES

water may prove to be a helpful incentive.
2. Teams pull rope overhead with their backs to one another.



3. Pulling with one hand in contact with the ground.
4. Pulling from a seated position with feet braced on the ground.
5. One to one tug-o-war.
6. Pick-Up: This game includes a piece of rope 6'-10' long and two blocks of wood or two bean bags. Two players stand facing each other across a center line, each one holding opposite ends of the rope. A bean bag or block of wood is placed a few feet in back of each contestant. On signal, each contestant tries to pull his/her opponent far enough back so s/he can pick-up his/her own bean bag or block of wood. Either player releasing the rope or allowing the other to pick-up his/her object loses the bout. Three bouts constitute a match.

SUGGESTED ACTIVITIES

Other: For additional reference see:

Dynamic Physical Education for Elementary School Children by Dauer & Pangragi pp. 246-249, 342-343.

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Tire Usage

6.8 **OBJECTIVE:** Given adequate lecture, discussion and participation on the use of tires, the student will perform skills to demonstrate safety awareness in tire usage.
Minimal expectancy: Participate in lecture, discussion and demonstration. Demonstrate at least one safety technique.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
SKILL: Safety AREA: Playground, gymnasium EQUIPMENT: Tires PLAYERS: All students FORMATION: Scattered for lecture DESCRIPTION: Student must be made aware of the dangers involved in playing with tires, i.e.: 1. Worn tires may have scraps of steel that may protrude. 2. Tires should not be played with on cement. 3. Caution should be used and balance must be maintained within, around or on tires. 4. Rubber will rub off on hands and clothes. 5. Water accumulates in the tires. Minimal expectancy: Student will be able to demonstrate safety awareness in tire usage.	

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Tire Usage - Individual Activities

6.9 **OBJECTIVE:** Given adequate instruction and participation, the student will perform skills to develop coordination, agility and strength while working independently as specified in the following suggested activities.
Minimal expectancy: Successfully complete five out of twelve activities.

SUGGESTED ACTIVITIES

INDIVIDUAL SKILLS - TIRE USAGE

Skills: Agility, leg strength, and coordination

AREA: Playground or cafetorium

EQUIPMENT: Automobile tires (hoops or bicycle tires may be substituted)

PLAYERS: All students

FORMATION: Scattered or as indicated

DESCRIPTION:
1. Roll tires and play leap frog.
2. Run around tires, weaving various patterns.
3. Jump over tire or tires by getting a running start (broad or high jump).
4. Jump from one tire to the next.
5. Stand in the tire and jump inside another (may use varying sizes).
6. Stand in a tire and jump from left to right.
7. Jump over a tire as a partner rolls in it.
8. Line up six to eight tires in a row (tunnel). Some students need to hold tires while others climb through.
9. Place tires in a circle (students outnumber tires). Students march or run through the tires in a large circle as if playing musical chairs. When music or rhythm stops, children occupying tires are allowed to stay in the game while the others are eliminated. Remove one tire each time.

Minimal expectancy: Student will be able to move in, out, around or over tires quickly

TARGET PRACTICE

SKILL: Eye-hand coordination

AREA: Playground or cafetorium

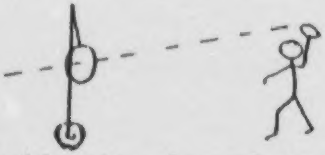
EQUIPMENT: Tires (hoops or bicycle tires may be substituted) bean bags, small balls

PLAYERS: All students

FORMATION: Line up - side by side

SUGGESTED ACTIVITIES

DESCRIPTION:
1. Using a softball or small football, the student attempts to throw or pass the ball into a tire tied to a support.



2. Divide the class into two lines facing each other about 20-25 feet apart. Supply each line with bean bags or small balls. The teacher rolls a tire down the center between the two lines while the students attempt to throw bags or balls through the tire.

Minimal expectancy:
Student will be able to throw ball or bag through the fixed tire.

ONE TO ONE TUG-OF-WAR

SKILL: Body strength

AREA: Playground

EQUIPMENT: Tire

PLAYERS: All students (partners)

FORMATION: Partners face each other

SUGGESTED ACTIVITIES

DESCRIPTION: Two evenly matched children, on signal, pull the tire between them in opposite directions, attempting to drag their opponent over a centerline. A player is eliminated if s/he purposefully lets go of the tire, causing his/her opponent to fall backward. The winner then pairs up with another winner and losers pair up with one another.

Minimal expectancy:
Display good sportsmanship and attempt to succeed.

SUGGESTION:
Play on grass for safety reasons.

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Tire Usage

6.10 **OBJECTIVE:** Given adequate instruction and participation, the student will perform skills to develop good sportsmanship, coordination, agility and strenth while working in a team situation as specified in the following suggested activities.
Minimal expectancy: Accomplish five out of twelve of the following activities.

SUGGESTED ACTIVITIES

GROUP TUG-O-WAR

SKILL: Body strength

AREA: Playground (grassy or dirt area)

EQUIPMENT: Automobile tire

PLAYERS: All students

FORMATION: Two straight lines facing one another (one student behind the other)

DESCRIPTION:
First player on each team holds a tube and each of the remaining players wraps his/her arms around the waist of the player just in front of him/her. On signal, both teams attempt to pull against the tire with enough strength to overpower the opposing team and cause each member of the opposition to step over the center line. Any players who lose their grip and/or fall are eliminated.

Minimal expectancy: Good sportsmanship and willingness to try to succeed as a member of a team.

SUGGESTED ACTIVITIES

TIRE SNATCH

SKILLS: Listening, speed, reasoning

AREA: Playground (grassy area or dirt)

EQUIPMENT: Tire

PLAYERS: Two teams

FORMATION: The teams are lined up side by side facing each other.

DESCRIPTION:
One tire is placed in the center while equal teams are lined up facing each other. Corresponding numbers are given to both teams beginning at opposite ends. When these numbers are called, the two opponents attempt to take the tire across their team line. If a student tags his/her opponent after s/he has touched the tire, a point goes to the tagger's team. If the student is successful in getting the tire across his/her team line, his/her team is awarded a point.

SUGGESTED ACTIVITIES

Minimal expectancy: Student will be able to respond to his number quickly and demonstrate good sportsmanship.

VARIATION : More than one number from each side may be called.

SUGGESTION: Do not play on cement.

TARGETS

SKILL: Eye-hand coordination

AREA: Playground or cafetorium

EQUIPMENT: Tire, bean bags

PLAYERS: All students

FORMATION: Teams lined up side by side

DESCRIPTION:
1. Tires are laid on the ground a designated distance from the restraining line. Students attempt to throw or toss bean bags into the center of the tire.
2. Using a 10 or 15 foot approach zone, the student guides the tire to the startin line and then gives it a final push. The object is to roll the tire as far as possible.

Minimal expectancy: Aim for the target area and get in the general vicinity.

SUGGESTED ACTIVITIES

RELAYS

SKILLS: Speed, teamwork, coordination

AREA: Playground or cafetorium

EQUIPMENT: One tire for each team

PLAYERS: All students

FORMATION: Several teams lined up in single file

DESCRIPTION:
1. Students roll tires down to and around a designated goal and return.
2. A tire for each team is placed 30 feet away. Each child runs to a tire, lifts it over his head, and lets it slide down the entire length of his/her body. The student steps out of the tire and returns to his/her team.
3. Each student, carrying a tire around his/her waist, runs down to and around a goal and returns.
4. A tire is held in upright position, 30 feet away from starting line, by a team member. Remaining team members take turns running down to the tire, crawling through it, turning around, and crawling back through, before returning to team.
5. Same as #4, but students crawl through backwards.
6. A student with a small tire around his/her waist moves to a designated spot and returns on all fours.

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

Minimal expectancy: Demonstrate good sportsmanship, teamwork and quickness to respond to the task.

WRESTLING

SKILLS: Agility, strength and coordination

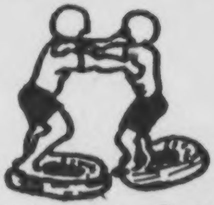
AREA: Playground (grassy area or dirt)

EQUIPMENT: Two tires

PLAYERS: All students (two)

FORMATION: Scattered

DESCRIPTION: One man in each tire tries to throw his/her opponent out of the tire.



Minimal expectancy: Demonstrate good sportsmanship and safety while wrestling.

HUMAN CROQUET

SKILLS: Speed, agility, following patterns

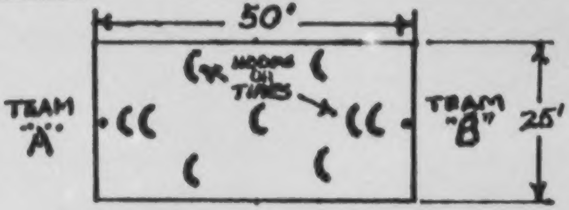
AREA: Playground or cafetorium

EQUIPMENT: Tires (hoops or bicycle tires may be substituted)

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Croquet pattern as illustrated



DESCRIPTION: Human croquet - Nine tires represent wickets. Nine children hold these tires upright. Remaining students are divided into two teams, each of which stands on its own end of the court in a single file line. On signal, a student from each team commences to crawl and run through entire circuit. When s/he returns to home position, the next member of his/her team undertakes the same route. The first team to complete this pattern is the winner.

Minimal expectancy: Student will be able to follow pattern quickly and return to team.

6.0 CONCEPT: Additional Activities

SUB-CONCEPT: Floor Games

6.11 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop eye-foot coordination, hopping, agility, balance and sequencing as specified in the following suggested activities.
Minimal expectancy: Successful completion of two of the six suggested activities

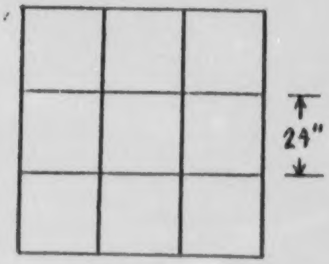
SUGGESTED ACTIVITIES

SQUARE HOPSCOTCH

SKILLS: Jumping, balance, sequencing

AREA: Playground, sidewalk, classroom, cafeteria

EQUIPMENT: Court of nine squares, 24" in width as illustrated.



PLAYERS: All students

FORMATION: Single file

SUGGESTED ACTIVITIES

DESCRIPTION:
1. Player stands on starting mark and jumps into the middle square of the first row, landing on both feet.
2. On second jump s/he must land with one foot in each of the two outer squares of the same row.
3. On his/her third jump, s/he must bring both feet together in the middle square.
4. S/he then jumps backward out of the court.
5. From the starting mark, s/he jumps intothe middle square of the second row.
6. Repeat steps two and three above in the middle row.
7. On the fourth jump s/he moves backward to the middle square of the first row.
8. Repeat steps two, three and four.
9. From the starting mark, jump to the middle square of the third row and repeat the sequence. A player jumps until s/he misses.

Misses:
1. Stepping on a line.
2. Failing to follow the proper sequence.

SUGGESTED ACTIVITIES

Penalty:
Player goes to the rear of the line and on his/her next turn, s/he must begin again with step #1.

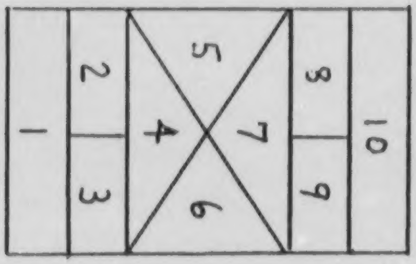
Minimal expectancy: Ability to reach and perform the entire middle row sequence

ITALIAN HOPSCOTCH

SKILLS: Tossing, balancing, kicking, jumping

AREA: Playground, sidewalk, classroom, cafeteria

EQUIPMENT: Diagram as illustrated and a marker for each player



SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Single file

DESCRIPTION:
1. Players stands outside the court and tosses his/her marker into square
2. S/he hops into square 1, kicks the marker into square 2, and hops into square
3. S/he continues the pattern until s/he is in the last square. There s/he may put the marker and hops backward through the squares to the starting position.

Misses:
1. Stepping on a line.
2. Marker landing on a line or in the wrong square.
3. Putting both feet down (except in the last square).
4. Changing the hopping foot.

Penalty:
Go to the end of the line and start over.

Minimal expectancy: Progressing all the way through forwards.

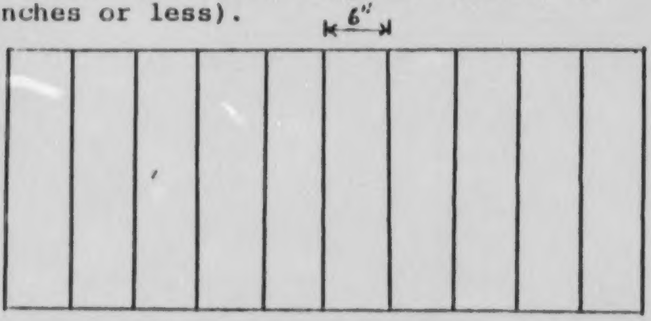
LADDER HOPSCOTCH

SKILLS: Jumping, hopping

AREA: Playground, sidewalk, classroom, cafeteria

SUGGESTED ACTIVITIES

EQUIPMENT: Diagram as illustrated. Spaces between the ladder rungs are narrow (6 inches or less).



PLAYERS: All students

FORMATION: Single file

DESCRIPTION: Students will have to hop sideways due to the width of the "rungs." They are to hop on the right foot going up and on the left foot coming back. As many as four or five students can participate at one time if they all go up on the right side of the ladder and back on the left side.

1. Hop in each space going up and back.
2. Hop in every other space going up and back.
3. Continue, skipping another space each time a successful trip has been made.
4. When a player has skipped four spaces on each hop, s/he changes to a jump between spaces.
5. Continue until a winner is determined.

SUGGESTED ACTIVITIES

Misses:
1. Stepping on a line
2. Touching the ground with any part of the body, except the hopping foot.

Penalty:
Go to the beginning of the court and start again on the step where the miss occurred.

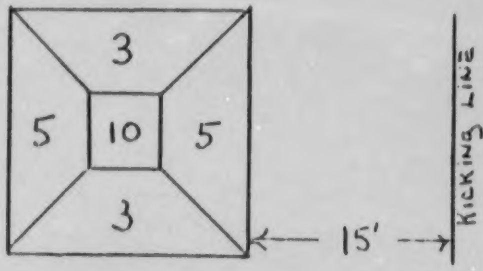
Minimal expectancy: Student will be able to hop sideways going up the ladder in one direction

KICK SHUFFLE

SKILL: Kicking

AREA: Concrete area, classroom or cafeteria floor

EQUIPMENT: Three kicking blocks (2"x 4"x 4") and court (as illustrated) with a kicking line drawn fifteen feet in front of the target



SUGGESTED ACTIVITIES

PLAYERS: Two to four students

FORMATION: Single file

DESCRIPTION: The first player stands at a kicking line drawn about 15' in front of the target. S/he stands with the forward foot at the kicking line, and with the other foot slides or kicks the blocks, one at a time, toward the target. S/he scores the points as designated, if the block rests in a particular space. If the block is on a line between two spaces, s/he scores the lower figure. If the block stops on an outside line, s/he scores nothing.

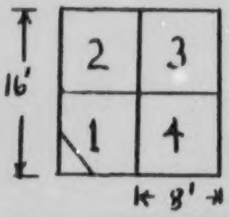
Minimal expectancy: Student will be able to kick the block into the target.

FOUR SQUARE

SKILLS: Eye-hand coordination, striking, body awareness and directionality

AREA: Hard surface (floor or concrete)

EQUIPMENT: Playground ball or tennis ball, court as illustrated.



SUGGESTED ACTIVITIES

PLAYERS: Four

FORMATION: One player in each square

DESCRIPTION: The squares are numbered 1, 2, 3, 4. A service line is drawn diagonally across the far corner of square #1. The player in square #1 is the server and must stay behind this line when s/he serves. The serve always starts from the #1 square. The server serves the ball underhand to any of the other players; they must return it underhand to any other player without missing, hitting the ball wrong, or letting it go out of the four squares. Whoever causes the ball to miss goes out of the game and a new person enters into the the #4 square (or the person who missed goes to the #4 square). Everyone else moves up one square. The object of the game is to get into the #1 square and stay there as long as possible.

1. The ball must be hit on the first bounce and must be hit underhand.
2. If the ball lands on an outside line, it is good.
3. If it lands on one of the inside lines it is good, and must be returned by the player in the lowest-numbered square whose line is hit.

Faults:
1. Hitting the ball sidearm or overhand.
2. Stepping in another square to play the ball.
3. Catching or carrying a returned volley.
4. Allowing the ball to touch any part of the body except the hands.

SUGGESTED ACTIVITIES

Minimal expectancy: Student will be able to return a served ball into another square successfully.

VARIATIONS:

1. Partners alternate inside and outside the square. As soon as the partner inside has played the ball, s/he changes places with the partner waiting outside and game goes on without interruption. Continue switching.
2. A two-foot circle into which the ball cannot be hit without scoring an error can be drawn at the center of the four squares.
3. The game can be changed by varying the method of propelling the ball. The leader sets the means. The ball can be hit with a partially closed fist, the back of the hand or the elbow. Also, the foot or the knee can be used to return the ball. Call out "fisties, elbows, footsies or kneesies" to set the pattern.
4. Chain spelling-
The server names a word and each player in returning the ball must say the correct letter in proper rotation.
5. Two square-use same rules as four square, only whittled down to two players in two squares. Service is outside the base line. If only two players are playing, a score may be kept.

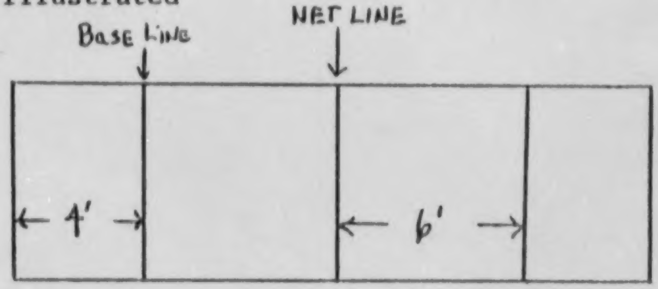
SIDEWALK TENNIS

SKILLS: Eye-hand coordination, striking body awareness and directionality.

SUGGESTED ACTIVITIES

AREA: Hard surface: sidewalk, floor or concrete.

EQUIPMENT: Playground ball or tennis ball. Paddles may be used. Court as illustrated



PLAYERS: Two

DESCRIPTION:
The object is for the server to serve the ball over the net line into the other court. The server must bounce the ball behind the base line and hit the ball underhanded into his/her opponent's court. The receiver must let the ball bounce once and then return it by hitting it with an open palm. Points are scored only by the server. If s/he fails to make a good serve or a good return, s/he loses the serve. Points are scored when the receiver fails to make a good return.
It is a foul and a loss of serve if the server steps over the base line when serving. The ball is out of bounds if it at any time is hit beyond the base line

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

Any ball touching on a line bordering a court is considered to have landed in that court.
The first player scoring 11 points wins, provided s/he is two points ahead. If either player does not have a point advantage when his/her score totals 11, the game continues until one player is two points ahead.

Minimal expectancy: Student will be able to hit and keep the ball in bounds.

VARIATION: The game can be played as doubles. Partners alternate on returns.

SUGGESTED ACTIVITIES

.0 CONCEPT: Additional Activities

SUB-CONCEPT: Jumping Rope

6.12 OBJECTIVE: Given adequate instruction and participation, the student will be able to choose the proper size of jumprope and demonstrate the basic skills necessary for jumping rope. Minimal Expectancy: Student will be able to measure his rope, demonstrate the correct form for jumping rope, and demonstrate two of the four ways of jumping rope.

SUGGESTED ACTIVITIES

SKILL: Listening

AREA: Classroom, playground, cafeteria (cafetorium)

EQUIPMENT: Rope in 7, 8, 9 foot lengths - one for each child.

PLAYERS: Individual

FORMATION: Scattered

DESCRIPTION: Basic Information
Rope jumping is an excellent complete body activity. It tones up the circula/respiratory system and increases both speed and endurance. It makes a contribution to weight control, and total physical conditioning and instills good posture habits. The carry-over values are very good. These activities are in progression and the teacher should begin at the student's level and progress from that point.

Length: To determine the proper length of rope for a particular individual, have the student stand on the center of the rope and draw the rope up the sides of the body. The ends should terminate approximately at armpit height. For further adjusting, wrap the rope around the hands.

SUGGESTED ACTIVITIES

Correct rope jumping form:
The ends of the rope should be held loosely in the fingers with the thumb placed on top of the rope and pointing to the side. The elbows are held close to the side with the forearms and hands pointing slightly forward and away from the body. To start the rope turning, swing the arms and shoulders in a circular motion. Once the rope begins to follow a circular motion, all further action should be initiated from the wrists and fingers. On the jump, the heels are lifted first, then the push-off is from the toes. In landing, the knees and ankles bend and the weight is taken on the balls of the feet first. With practice, the pause between each jump can be eliminated and jumping will be continuous. A low, rather than a high jump should be encouraged. The jump should be just high enough for the rope to slip between the

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

feet and the ground.

Four Methods of Jumping Rope:

Rebound Double Jump: This jump involves a little jump for balance while the rope is overhead and a bigger jump over the rope as it touches the ground. Better jumpers will only bend the knees slightly without actually leaving the floor.

Single Jump: Jump from the balls of the feet, knees slightly bent without rebounding. This jump is used in fast jumping. (Hot Pepper)

Skipping Rope: Step hopping over the rope, alternating feet each time as the rope passes underneath.

Backward Jumping: Put the rope in front of the body and rotate it in a reverse circular motion while rebound jumping off the balls of the feet each time the rope passes under.

Minimal expectancy: The student will be able to adjust his/her rope to the proper length; demonstrate the correct form for jumping rope; and jump three consecutive turns for each of the four methods.

.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Individual Rope

6.13 **OBJECTIVE:** Given adequate instruction and participation, the student will perform skills to develop eye-hand/eye-foot coordination, timing, agility and rhythm as specified in the following suggested activities.
Minimal Expectancy: Accomplish 7 of the 15 suggested activities demonstrating coordination, timing and rhythm.

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

SKILL: Jumping an individual rope

AREA: Playground, cafetorium

EQUIPMENT: One seven, eight or nine foot jump rope for each child (length depends upon the size of the child)

PLAYERS: Individual

FORMATION: Scattered

DESCRIPTION:
1. Hopping - one leg is held off floor while hopping on the other.
2. Backward skipping - any form of skipping with rope rotating backwards
3. Crossed foot jump - jump with foot crossed, alternating the position with each jump.
4. Cross arms - cross arms following each jump.
5. Rocking - one foot is kept ahead of the other, the weight rocking from one foot to the other to let the rope pass underneath
6. Buck and Wing - click heels together between jumps.
7. Hot Pepper - single jump as fast as possible with no hops in between.
8. Skipping to music - Skip while stationary and while traveling.
9. Running - move over the rope while running.
10. Running forward, skipping, crossing and uncrossing arms
11. One rope, two jumpers facing each other
12. One rope, two jumpers, one with back toward partner
13. Two jumpers side by side; each holding one end of the rope
14. Two jumpers side by side

15. Go from forward to backward jumping without stopping rope. a) As the rope starts downward in forward jumping swing both arms to the left (or right) and make a half turn with body in that direction (turn facing the rope). On the next turn spread the arms and start turning in the opposite direction. b) When the rope is directly above the head, extend both arms causing the rope to

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
hesitate momentarily. When both arms are extended, make a half turn in either direction from the starting direction. c) From a crossed arm position, as the rope is going over the head, uncross the arms and turn simultaneously. Minimal expectancy: Accomplish 7 of the 15 suggested activities.	

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Chinese Jump Rope

6.14 **OBJECTIVE:** Given adequate instruction and participation, the student will perform skills to develop eye-foot coordination and sequencing as specified in the following suggested activities.
Minimal expectancy: Participation in practice; successful completion of all steps at one of the four levels

SUGGESTED ACTIVITIES

SKILLS: Coordination and sequencing

AREA: Playground or cafetorium

EQUIPMENT: A six to ten foot loop of rubber bands or elastic, or a Chinese jump rope

PLAYERS: Two players hold rope while another jumps.

FORMATION: Players holding the rope place it behind their ankles with feet approximately shoulder distance apart.

DESCRIPTION:
1. Jumper stands outside the ropes with his/her side toward the ropes.
    - a. Lift the foot next to the rope and touch toe down between the ropes; return to starting position. Repeat three times.
    - b. Hook foot under the closer rope, draw it over the top of the rope on the far side and touch the toe to ground; return to starting position.
    - c. repeat a. and b two more times.
    - d. Jump between ropes; jump and land on both ropes; jump out on the other side. Repeat the sequence from a to d with the other foot and return to the starting position. (Face the same direction throughout the stunt.)
2. Holders move rope up to calves of their legs. Repeat all activities in number 1.
3. Holders move rope up to their knees. Repeat all activities in number 1.
4. Holders move rope down to ankles. Repeat all activities in number 1, but with each action hop on the outside foot. Continue using the hop with numbers 2 and 3

Minimal expectancy: Jumper will be able to accomplish the number one activity.

VARIATIONS: (More difficult)
1. When going from one side of the rope to the other, the jumper picks up the first rope with the foot and touches the foot to the ground on the far side over the second rope, then inserts his/her other foot next to the one already in the center between the two ropes.
S/he jumps up and makes a half turn in the air. Repeat turn two more times. To finish the stunt, the player leaps into the

	ADDITIONAL ACTIVITIES
SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
air, releases the ropes and lands straddling both ropes facing one of the holders 2. Work with a partner. Two players jump at the same time.	

6.0 CONCEPT: Additional Activities

SUB-CONCEPT: Long Jump Rope

6.15 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop self expression, self improvement, timing, agility, foot-eye coordination, and rhythm as specified in the following suggested activities.

Minimal expectancy: Student will demonstrate timing, agility, and coordination in performing nine of the twenty suggested activities

SUGGESTED ACTIVITIES

SKILL: Jumping rope

AREA: Playground or cafetorium

EQUIPMENT: 16-24 foot jump rope

PLAYERS: Unlimited

FORMATION: Two students turning the ends and one jumper

DESCRIPTION:

1. Jumping over a swinging rope, (rocking cradle) to the chant of:

   Blue bells, cockle shells.
   Evie ivie over.

The rope should make a complete circle over and under the jumper.

2. Running in and running out - start to run as the rope is moving down to strike the ground.
3. Front doors (rope turning toward player) run in, jump, and run out.

SUGGESTED ACTIVITIES

4. Run in front door and add stunts such as:
   a. touch the ground
   b. turn around
   c. hop
   d. heel-toe
   e. clap hands in front of body, in back, and under knee.

These chants may be used to include the above stunts:

a. Teddy bear, teddy bear,
 turn around;
Teddy bear, teddy bear,
 touch the ground,
Teddy bear, teddy bear,
 show your shoe;
Teddy bear, teddy bear,
 that will do.

b. Oh in I run and around
 I go (run in, turn around)
Clap my hand and nod just so
 (clap hands, nod head up and down),
I lift my knee and slap
 my shin (lift knee, holding it up
 while jumping until shin is slapped),
When I go out, let (name) come in
 (call next jumper and run out).

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

c. I asked my father for
fifteen cents,
To see the monkey jump
the fence,
He jumped so high,
he reached the sky,
And didn't come back
till the Fourth of July.

d. Mabel, Mabel, set the
table;
Don't forget the Red . . .
Hot . . . Pepper
(turn rope double time)

e. House for rent, inquire
within,
When I move out, let
(name) move in.

f. Vote, vote for dear old
(name of jumper)
Calling (jumper calls another jumper
in) at the door.
(Name of new jumper) is the one
who has the jolly fun,
And we won't vote for (old jumper)
any more.

g. Mother, Mother, I am
ill;
Call the doctor over the
hill.
In came the doctor
(one player),
In came the nurse,
(another player)

SUGGESTED ACTIVITIES

In came the lady
with the alligator purse (third player)
Measles, said the
doctor;
Mumps, said the nurse;
Nothing, said the lady
with the alligator purse.
Out went the doctor (first player),
Out went the nurse (second player),
Out went the lady with the alligator
purse (third player).

h. Chickety-chickety, chickety
chop,
How many times before I
stop?
One, two, three, four, etc.

i. Bobby, Bobby, at the gate,
Eating cherries from a plate.
How many cherries did he eat?
One, two, three, four, etc.

j. One, two, three, four,
five, six, seven,
All good children go
to heaven,
When they get there
the angels say,
"Jacksonville children,
right this way."

5. Back Doors (rope turning away from player), run in, jump, and run out. Start to run as rope strikes the ground and is moving up. Be ready to jump over rope as it turns again.

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

6. Jump while bouncing a ball.

7. Jump and play catch with someone not jumping.

8. Jump with partner and play catch.

9. Jump with a short rope while jumping long rope.

10. Two jumpers run in and jump.

11. Run in with partner and jump these different ways:

    a. hold inside hands and do simple stunts together

    b. face partner, place hands on each other's shoulders

    c. stand back to back

    d. stand facing partner and hold their right leg

    e. face partner, jump several times, change places, etc.

12. Set the table - while jumping, a partner standing out tosses in four beanbags, one at a time, which are placed in a row by the jumper to this chant:

Mabel, Mabel, set the table
 (toss in one bag),
Bring the plates if you are able
 (toss in second bag),

SUGGESTED ACTIVITIES

Don't forget the bread and butter
 (toss in bags three and four).

The jumper exits. Another jumper can reverse the routine and take out the bags.

13. School - Each student jumps one turn doing each of the following:

Kindergarten - run under and out.

First through Twelfth Grades - run in front doors and jump the number of grades you're on, i.e., fifth grade - five times.

Graduation - run in and out back doors

College - Jump in back doors and jump once for each level:

freshman
sophomore
junior
senior

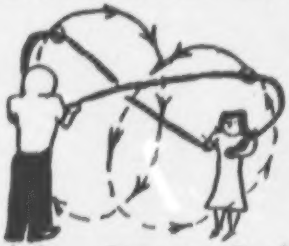
If students miss, they must start over at kindergarten.

14. High water, low water - a test of jumping a static rope; the height is raised each time after all have had their turn. The rope increases in height until it cannot be jumped by anyone or the instructor feels it unsafe for further attempts.

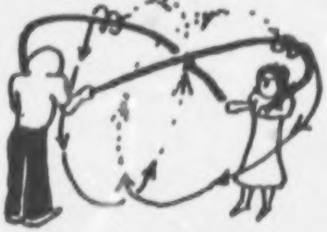
ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

15. Double Dutch - Two ropes turned inward at one time. An even rhythm must be obtained or the ropes will tangle. Start to run in when one rope is high and the other is on the ground; run in all the way to the center and jump over the oncoming rope immediately. Single jumping with no bounce is best.



16. Double Irish - Same as Double Dutch, only the ropes are turned outward.



17. Egg Beater - Two large ropes are turned at right angles simultaneously with four turners. (Start the top rope turning, then turn the bottom rope in the same direction and at the same time.) Rebound jump is used.

SUGGESTED ACTIVITIES

18. Jump blindfolded

19. Jump and Jackknife - jump every other time (legs straight, and touch toes in the air).

20. Do a cartwheel through the rope.

Minimal expectancy: Accomplish nine of the suggested activities.

.0 CONCEPT: Additional Activities

SUB-CONCEPT: Cage ball

6.16 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop throwing, kicking, strategy, arm, shoulder and leg strength, agility and total body coordination in the following suggested activities. Minimal expectancy: Participate successfully in 2 out of 3 suggested activities.

SUGGESTED ACTIVITIES

FOUR BARREL CRAB SOCCER

SKILLS: Kicking, coordination, agility

AREA: Playground or gym

EQUIPMENT: Cage ball and 4 barrels

PLAYERS: All students

FORMATION: Square, with barrels in each corner and a team between each barrel

DESCRIPTION: Either divide class into 4 equal teams or a variation of that according to numbers participating. They must sit behind their barrel as well as beside it in a crab walk fashion. Hands may not touch the ball at any time. Each team either has a name or a number and each team member has a number. Object is to kick the ball over an opposing team member's head with your feet while in a crab walk position and to keep the ball from going over their team members' heads. When their number is called, they crab walk into the center of the square and pursue the ball. One point is given when the ball goes over a team member's head. One point is given if any team member uses his/her hands on the ball. On point is given if the team line goes in front of their barrel. After the point is made, children return to their team and await a new number.

Minimal expectancy:
Demonstrate Crab Walk
Move the ball with kicking motion
Respond to number given for play

CHINESE SOCCER

SKILL: Kicking

AREA: Playground, gym

EQUIPMENT: Cage ball

PLAYERS: All students

FORMATION: Two straight and equal lines about 3 feet apart, facing each other

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

DESCRIPTION: Two teams face each other in the crab walk position (sitting), soles on ground, knees up and hands behind them. Teacher rolls the cage ball between the two teams. Object is to kick the ball over the other team. After a point is scored, the teacher rolls the ball again. Children may not kick the ball until the teacher says "Go." A system of rotation may be used so all players have a good kicking advantage. If the ball is kicked out at either end, no score results and ball is put into play again.

Minimal expectancy: Kick the cage ball safely when it comes at them.

CAGE BALL TARGET THROW

SKILL: Throwing

AREA: Gym or playground

EQUIPMENT: One cage ball and 16 balls of various sizes

PLAYERS: Two teams of 6 to 16 on each team

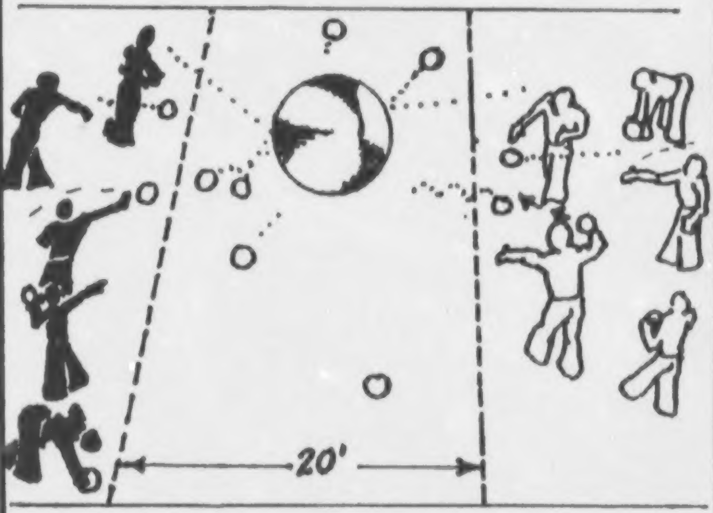
FORMATION: Two teams scattered on their side facing the other team

DESCRIPTION: An area 20 feet wide is drawn across the center of the playing area with a cage ball in the center. The object of the game is to throw the smaller balls

SUGGESTED ACTIVITIES

against the cage ball, forcing it across the line in front of the other team. Players may not throw a ball from inside the 20' cage ball area. A player may recover a ball from this area. The cage ball may not be touched by anyone at any time, nor may it be pushed by a ball in the hands of a player. If the cage ball rolls too easily, deflate it slightly. Allow two players to retrieve the balls from the center area. They may not block throws.

Minimal expectancy: Throw balls safely in general area of cage ball.



6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Classroom Activities

6.17 **OBJECTIVE:** Given adequate instruction and participation, the student will learn new and develop existing skills while participating in the following suggested activities.
Minimal expectancy: Participation in each activity presented

SUGGESTED ACTIVITIES

HUMAN TIC TAC TOE

SKILL: Strategy

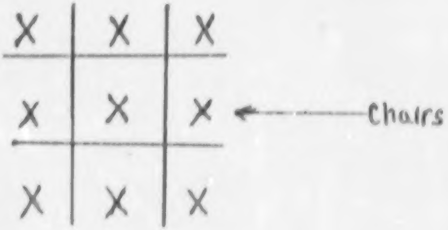
AREA: Classroom

EQUIPMENT: Chairs

PLAYERS: All students

FORMATION: Class is divided into two groups, each group is on opposite sides of the room

DESCRIPTION: The teacher must be able to tell who is on which team. A color code may be used. The chairs are set up as a tic tac toe game would be with each chair representing a box.



SUGGESTED ACTIVITIES

One group is allowed to begin and the first person in that group's line sits in one chair. The first person in the opposing line decides where to sit and sits. As each group takes a turn, the students must begin to decide where to sit in order to make a vertical, horizontal or diagonal line in order to win the game. One point is given for each game won. At the end of the period, the team with the most points wins.

Minimal expectancy:
Participation in the game, ability to observe.

NERVOUS WRECK

SKILL: Reaction time

AREA: Classroom

EQUIPMENT: Playground ball

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: Circle; one player in the center (the thrower) with the rest of the students (receivers) forming the circle.

DESCRIPTION: The students make a circle and face the center. Each student (receiver) in the circle must stand with his/her arms folded together across the chest. The thrower has the ball and stands in the center of the circle.

The thrower may either throw the ball to a student or "fake" a throw to a student. When the ball is "faked" to a receiver, s/he may not move in any way. When the ball is thrown, the receiver must catch it. If a receiver drops the ball or moves the arms, except to catch the ball, s/he must sit out of the game. The last receiver standing at the end of the game becomes the new thrower.

Minimal expectancy:
Participate in the game as thrower or receiver

TEACHING CUES:

1. The teacher should be the thrower the first time the game is played so s/he can show the students how to correctly throw the ball at the folded arms.

2. The game can be played going in a clockwise or counterclockwise fashion.After a while, the thrower can randomly select students to receive the ball. This forces students to be prepared all the time.

SUGGESTED ACTIVITIES

TEAM SPELLING

SKILL: Spelling

AREA: Classroom

EQUIPMENT: Two complete sets of the alphabet on 3" x 3" cards

PLAYERS: All students

FORMATION: In lines

DESCRIPTION: Two teams - Team members are in lines along the sides of room. One set of alphabet cards is distributed among the members of each team. Some children might have two or more cards. The teacher calls a word which the children are expected to spell. The children holding the letters in this word quickly step forward, arrange themselves in the proper order and when the teacher indicates, step back into line. A point is scored for a team each time the team members spell out the word correctly before their opponents do. Continue in this fashion. (Note: Words must be chosen so that there are adequate letters to spell it, or duplicate letters are available to the team.)

Minimal expectancy:
Participation in the game.

SUGGESTED ACTIVITIES

RAINY DAY CROSSWORD

SKILL: Vocabulary development

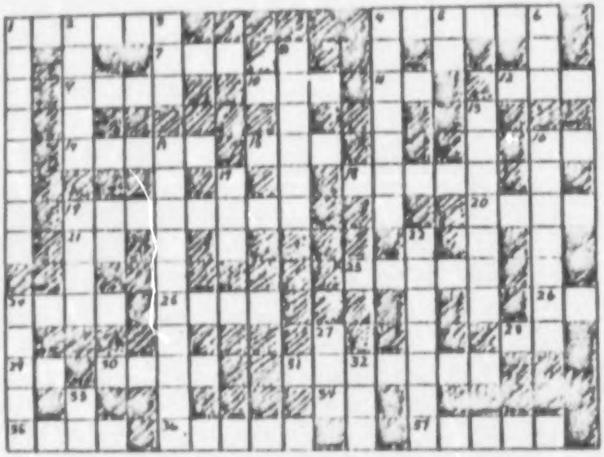
AREA: Classroom

EQUIPMENT: Puzzles and pencils

PLAYERS: All students

FORMATION: Scattered at desks

DESCRIPTION: Fill in the correct word for the definition. It may be read by the teacher.



SUGGESTED ACTIVITIES

Across
1. Game played with feet (soccer)
4. Folk ______________ (dances)
7. Referee (ump)
9. Tied score (even)
10. Tennis equipment (net)
11. Person starting tag game (it)
12. Golf term (tee)
14. Place the ball over net (serve)
15. Chase game (tag)
16. Musical scale (re)
18. Moves hands in rhythm (claps)
19. Baseball ________________ (fielders)
20. Move ball with foot (kick)
21. Opposite of off (on)
23. Score (point)
24. Round equipment (ball)
25. Material for ball (yarn)
26. Musical scale (do)
28. United States (abbreviation)
29. Spanish yes (si)
30. Football ________________ (team)
31. Player who receives ball (catcher)
34. Two, too, and _____ (to)
35. Not out (safe)
36. Used to chalk lines (liner)
37. Relays (races)

Down
1. Thinking part of game (strategy)
2. Quiet game (chess)
3. Move quickly (run)
4. Move ball with hands (dribble)
5. Negative (no)
6. Look (see)
8. Races (relays)
13. Hoops (baskets)
A. Net game (volleyball)

SUGGESTED ACTIVITIES

16. Musical discs (records)
17. A type of serve (let)
19. Mistake (foul)
22. Person throwing ball (pitcher)
24. Four ________________ (bases)
27. Baseball equipment (bat)
32. Body part used in football (toe)
33. A B C D _______ (E F)

Minimal expectancy:
Correct answers on 15 of 43 possible answers.

WORD-O

SKILL: Vocabulary - Recall

AREA: Classroom

EQUIPMENT: Word-o cards and pencils

PLAYERS: All students

FORMATION: At desks

DESCRIPTION: Play word-o the same way you play bingo. Words instead of numbers are the blocks. Definitions are given for words used on cards. Words are covered or crossed off when a definition has been given and the word appears on the card. The teacher should design the cards to include vocabulary words that have been taught. The students may do it on their own, in twos, or larger groups.

SUGGESTED ACTIVITIES

Sample football definitions:
A. A player with the ball goes across the opponent's goal line (touchdown).
B. The offensive team advances the ball 10 yards (first down).
C. A player is beyond the scrimmage line when the ball is centered (offside).

FOOTBALL

Punt	Football Touch-Down	Point after touch down	Tackles
Guards	Ends	Quarter-Back	Half-Backs
Clipping	First Down	Full Back	Holding
Off sides	Field Goal	Center	Pass

Sample sport definitions:
A. Way to stop and control a moving ball with feet or body in a soccer game (trap)
B. A batted ball in fair territory which allows the batter to circle all the bases (home run)
C. A basket made during play on a basketball court (field goal)

SUGGESTED ACTIVITIES

SPORTS BINGO

Softball	Jump ball	Bat	Catcher	Dig
Field Goal	Fault	Reuther Board	Baton	Fumble
Trap	Home Run	Tennis	Glove	Foul
Vault	Serve	Dance	Spike	Short Fielder
Horse-shoes	Speed-ball	High Jump	Racquet	Forward Roll

Minimal expectancy:
Participation in the activity

VISUAL MEMORY

SKILL: Visual Memory

AREA: Classroom

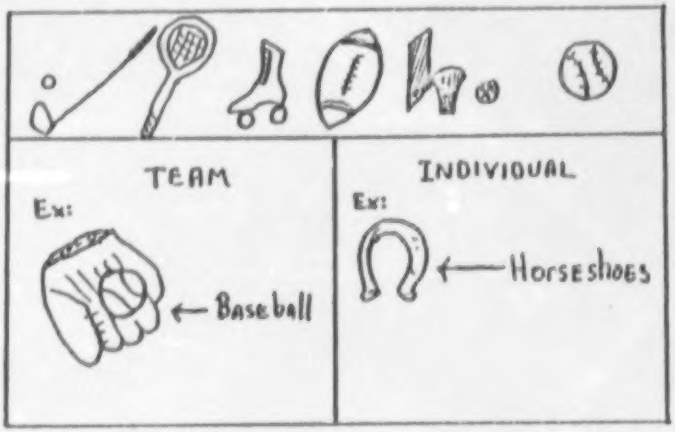
EQUIPMENT: Pencil and classification chart.

PLAYERS: All students

SUGGESTED ACTIVITIES

FORMATION: At desks

DESCRIPTION: Classify the following sports items as belonging to either an individual or team sport.



Minimal expectancy:
Correct identification of 40% of the items.

HIDDEN SPORTS

SKILLS: Following directions, vocabulary

AREA: Classroom

EQUIPMENT: Puzzles and pencils

PLAYERS: All students

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

FORMATION: At desks

DESCRIPTION: The words to be found in this puzzle are not listed. The students must think of sports and find related words. There are 28 sports words hidden in the puzzle.

```
F A B A S K E T B A L L E A H O R Z F U
O Z O U W R Z I E A O W W F O P T B A R
O P V C R I C K E T T R H R U A E O L A
T T S V X Y Z A O U F N X G N R N A C G
B B U W Y R E L F I R M G H T C H G O O
A A U T O R A C I N G N N I A H I I N O
L S F O I C A L A A L Z I T I U S E R F
L E W R Y B G U R F S U L U N G F B Y G
W B I I I R D C C E O R T H C O H A N H
H A H U M Y G J H X F H S C L O L I H A
M L U L H M N U E Z T B E A I F E Z H A
S L N V H E I N R X B C R R M O H Y O U
S O T U Y W T N Y W A X W A B J M I S S
T R I S O C A I G O L F C P I Z Y D K C
Y S N T L B O F O B L E X B N B D C I G
U E G R O S B H G I L Y I N G O A G N N
O E K V P G H I G G O J E U P R R X T I
O R Z C Y T G N I I K S R E T A W S N V
U J U D O S I V R O H I K I N G A Y S I
Z F R R W H L S K A T I N G S T R F V D
```

SUGGESTED ACTIVITIES

Minimal expectancy:
Successfully identify at least 50% of the words.

TRACK PUZZLE

SKILLS: Vocabulary, following directions

AREA: Classroom

EQUIPMENT: Handout sheet

PLAYERS: All students

(see following page)

SUGGESTED ACTIVITIES

DESCRIPTION:

Below there are 20 hidden words that relate to track and field events. They are written forward, backward, upward, and diagonally (/). See how many you can find without using the word list.

TRACK AND FIELD PUZZLE #1

H	O	W	H	L	O	N	G	J	U	M	P	C
B	I	E	A	C	A	R	O	B	K	O	M	P
W	P	G	S	M	Z	E	P	C	S	E	C	R
C	E	C	H	I	Y	L	S	E	O	N	I	A
A	Z	W	T	J	R	A	T	H	F	Y	H	C
B	Z	Y	O	A	H	T	C	S	T	A	R	T
L	O	S	E	S	W	M	E	I	B	P	E	I
T	G	E	M	E	H	Z	P	R	A	T	D	C
O	D	A	S	H	E	S	M	E	L	E	C	E
D	O	D	A	W	R	X	U	D	L	K	H	S
S	P	R	I	N	T	S	J	B	T	O	P	A
Q	N	O	V	M	E	Y	K	Q	H	C	4	Q
U	T	U	G	O	F	W	A	R	R	4	K	E
V	R	T	U	B	H	Z	O	M	O	L	P	R
X	A	I	G	E	R	S	R	C	U	A	L	E
E	T	H	F	Q	O	L	B	C	T	O	F	L
S	O	K	T	R	A	C	K	T	E	A	M	H
L	N	S	H	U	T	T	L	E	R	U	N	O

High Jump
Broad Jump
Long Jump
Baton
Softball Throw
Runner
Time
Sprints
Dashes
Start
Relay
Shuttle Run
Tape
440
220
Tug Of War
Track Team
Practice
Win
Lose

SUGGESTED ACTIVITIES

Below there are 14 words that relate to track and field events. They are written forward, backward, upward, and diagonally. See how many you can find without using the word list.

TRACK & FIELD PUZZLE #2

Y	R	H	S	T	R	A	C	E	K	H	A
A	A	E	I	N	T	L	O	E	C	A	P
R	C	L	L	G	A	T	I	R	A	H	P
Z	U	L	E	O	L	S	I	T	U	P	S
T	O	S	R	R	P	I	N	J	L	O	H
O	P	U	R	D	A	S	H	O	T	J	U
P	U	R	A	T	E	G	O	J	T	I	T
D	R	U	T	N	I	R	P	S	U	G	T
L	S	I	O	H	M	N	G	L	S	H	L
E	U	T	N	O	A	U	O	Y	E	C	I
I	I	R	O	B	J	R	K	C	A	R	T
F	T	A	S	S	E	L	D	R	U	H	K

Word List:
Sprint
Jog
Pace
Hurdles
Relay
Baton
High Jump
Dash
Shuttle
Pursuit
Track
Field
Sit-ups
Run

Minimal expectancy:

In puzzle #1, the student will correctly unscramble 10 of the 20 hidden words.
In puzzle #2, the student will correctly unscramble 7 of the 14 hidden words.

SUGGESTED ACTIVITIES

MAKE A SENTENCE

SKILL: Ordering

AREA: Classroom

EQUIPMENT: Stacks of word cards for each group of children; each stack should make a simple sentence when put together.

PLAYERS: All students

FORMATION: The students are in groups in different parts of the room. The cards are an equal distance away from all groups.

DESCRIPTION: The first person in each group will run across the room, pick up one card, bring it back to his group and then sit down. Students continue until all of the cards are picked up. The first group to make the correct sentence with the cards get a point. Students can make the sentence on the floor in front of group or hold the cards in front of them and stand in the correct order.

Minimal expectancy:
One complete sentence.

VARIATION :
Have children skip, hop, or do a particular movement when picking up the cards.

SUGGESTED ACTIVITIES

FIND THE SPORT

SKILL; Vocabulary

AREA: Classroom

EQUIPMENT: Word and matching picture cards of different sports. A picture card and identifying word card will be needed for each child.

PLAYERS: All students

FORMATION: The class is divided into equal teams.

DESCRIPTION:

1. Children are divided into teams. Teams should be numbered so each child will know his/her number. This will enable each child to know when his/her turn comes.
2. Each child is given a picture of a sport or activity. The word cards are in a pile about 20' away.
3. When this activity is played as a relay, the first person on each team will go to the pile of word cards and try to find the name of the sport in his/her picture. After s/he has found the card. S/he brings it back to his/her team and tags the next student. The students continue until each one on the team has the name of his/her sport.

4. The first team to finish and correctly identify his/her sport will win the relay.

Note: Select words appropriate for the grade level.

Minimal expectancy:
Match the correct word to the picture.

MEMORY TEST

SKILL: Vocabulary, visual memory

AREA: Classroom

EQUIPMENT: Ten pictures drawn of sports equipment, dealing with the unit you are studying. Each student will need paper and pencil.

PLAYERS: All students

FORMATION: At desks

DESCRIPTION: Have 10 pictures of equipment used or pictures of things the students need to know about in the next unit. This activity can be done in small groups or individually. Hold up each picture for a few seconds and tell what each is, turning it down when finished.

For example, a unit in golf might suggest these pictures:

1. golf ball
2. tee
3. wood
4. iron
5. putter
6. green
7. fairway
8. sand trap
9. golf shoes
10. golf bag

Minimal expectancy:
Correct sequencing of four of the ten items

DIAGRAMMING

SKILL: Following directions (oral)

AREA: Classroom

EQUIPMENT: Paper and pencils

PLAYERS: All students

FORMATION: At desks

DESCRIPTION:
The teacher gives oral instructions to the student. Select a particular sport in which you want the students to diagram the field. Give them exact verbal instructions but tell them not to draw anything until you finish. After you complete the instructions, have them draw the field from memory.

Example: Softball field - Draw a diamond. Put an X in the center of the diamond

Minimal expectancy:
Draw 40% of the given items

SUGGESTED ACTIVITIES

Note: This is an excellent activity for different team and individual sport units. The students need to know the basic designs of the areas used for different sports.

RHYTHMS

SKILLS: Concentration, hand and finger coordination

AREA: Classroom

EQUIPMENT: None

PLAYERS: All students

FORMATION: Circle or at desks

DESCRIPTION: Each player is numbered consecutively from one upward. Following a steady rhythm, the players slap their thighs twice, clap their hands twice, then snap the fingers on both hands. To begin the game, all do the slap and clap motions. Then student number one says "one" as s/he snaps the left fingers. For example, may say "one-thirteen". Without breaking the rhythm, the group slaps twice, and claps twice. Thirteen must then say his/her number when s/he snaps the right fingers, then call a different number when s/he snaps the left fingers. The rhythm must not be broken. If a person misses s/he moves to the end of the circle or row and everyone from his/her position to the end moves up one position. The player's numbers also change. If number thirteen misses she goes to the end of the line. Number fourteen becomes number thirteen, and so on to the end. Number thirteen takes the last number.

SUGGESTED ACTIVITIES

Minimal expectancy:
Participate in the activity.

HUMAN CHECKERS

SKILLS: Relay, observations

AREA: Classroom

EQUIPMENT: Seven chairs

PLAYERS: All students, six on each team

FORMATION: Students sit in chairs in a row

DESCRIPTION:

1. Place seven chairs in a row.
2. Place three girls on three chairs at one end; three boys at the other end.
3. The object is to move all the girls to the boys' chairs and all the boys to the girls' chairs in 15 moves.
4. Only one move can be made at one time. For example: First move - girl number three moves to the spare chair

Second move - boy number four jumps girl number three who is now in the spare position, and so on.

5. Moves are made by sliding into an open chair or jumping over one person.

6. Players cannot move backwards.

Minimal expectancy:
Participation by each student in the activity.

THIS IS MY ELBOW

SKILLS: Listening, visual skills

AREA: Classroom

EQUIPMENT: None

PLAYERS: All students

FORMATION: Students can be standing or seated.

DESCRIPTION: One child is the leader and stands in front of the class. The leader gives certain directions verbally and tries to confuse the class by doing something else. S/he may say "Put your hands on top of your head" while s/he puts his/her own hands on top of his/her shoulders. Those who are in error have a point scored against them. Directions the leader may give, to which s/he should make other movements are: "Put your hands on shoulders, toes, knees, head, chest," "Reach out to the side, front, back, thigh." "Put your right hand (or left) on your shoulder, behind your back." After a short time the leader should be changed.

Minimal expectancy:
Participate and follow directions of the activity.

SUGGESTIONS:
Other movements can be introduced, such as, "Right hand point East" "Left hand forward, right hand to the sky," "Head right, jump left," and others.

BALLOON VOLLEYBALL

SKILL : Visual tracking

AREA: Classroom

EQUIPMENT: Balloons, net (a rope can serve as a net)

PLAYERS: All students

FORMATION: The class is divided down the middle by the net.

DESCRIPTION: This is a informal game with the students batting the ball back and forth across the net (rope). Two balloons should be used at once to provide good

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
action. Minimal expectancy: Participate and follow the directions SUGGESTIONS: 1. All students are standing. The net should be just over their reach. 2. All students are sitting on the floor. The net is 3' from the floor. 3. The students are in seats that cannot be moved. The net should be 5' high. A point is scored when a side fails to control a balloon or allows it to touch the floor or wall. The balloon can be batted as often as possible.	

6.0 CONCEPT: Additional Activities

SUB-CONCEPT: Obstacle Course

6.18 OBJECTIVE: Given adequate instruction and participation, the student will perform skills to develop eye-hand/eye-foot coordination, agility, balance, body and spatial awareness and directionality as specified in the following suggested activities.
Minimal expectancy: Accomplish one-half of each obstacle course.

SUGGESTED ACTIVITIES

BEGINNING OBSTACLE COURSE

SKILL: Eye-hand/eye-foot coordination, agility, balance, body and spatial awareness and directionality

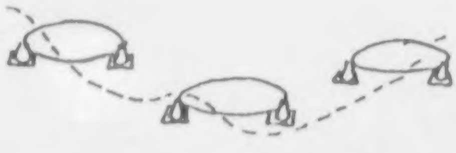
AREA: Playground or large inside facility

EQUIPMENT: 7 red, 7 yellow, 7 blue hoops, 6 boundary cones, 2 ropes, 16 chairs, balance beam, bean bag, 6 wands, ball, mat

PLAYERS: All students

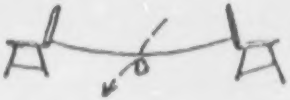
FORMATION: Single file

DESCRIPTION: The course can be set up in any formation and can be run against a time standard or done just for the exercise.
1. Crawl under three staggered hoops that are balanced on cones.

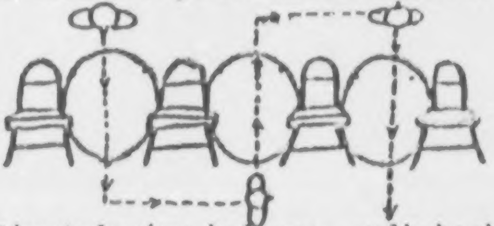


SUGGESTED ACTIVITIES

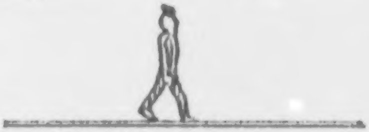
2. Roll under a low rope strung from two chairs.



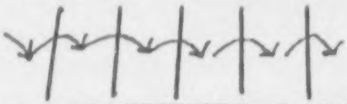
3. Walk forward, sideward and backward through three hoops balanced between chairs.



4. Without losing balance, walk back and forth on the balance beam with the bean bag on the head.



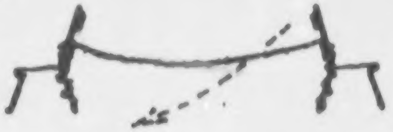
5. Jump over five wands or ropes.



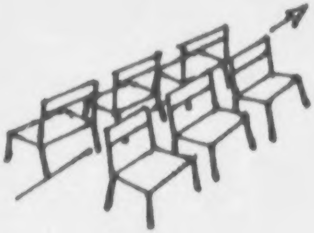
ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

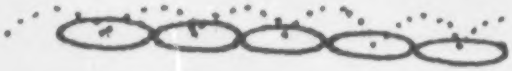
6. Crawl under rope strung from two chairs.



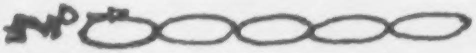
7. Jump rope five times forward.
8. Use the nose to push the ball under and through a tunnel made of six chairs.



9. Hop through five blue hoops.

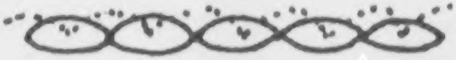


10. Crab walk through five yellow hoops.

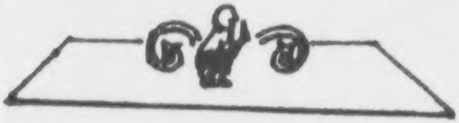


SUGGESTED ACTIVITIES

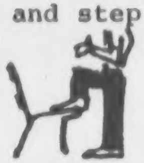
11. Frog jump through five red hoops.



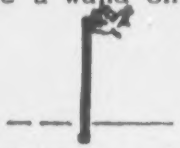
12. Do a forward and backward roll on a mat.



13. Step up and step down on a chair.



14. Balance a wand on the ground.



Minimal expectancy: Accomplish 7 of the 14 activities.

* * * * * * * * * * * * * * * * * *

SKILL: Eye-hand/eye-foot coordination, agility, balance, body and spatial awareness and directionality

AREA: Playground (firm surface) or large inside facility

SUGGESTED ACTIVITIES

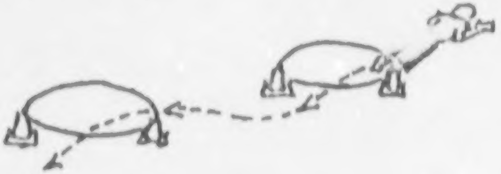
EQUIPMENT: 3 yellow, 6 red, 9 blue hoops, 8 boundary cones, 2 ropes, balance beam, beanbag, 3 balls, 4 barrels, 3 chairs, 4 milk cases, 7 wands, 3 boxes, 2 mats

PLAYERS: All students

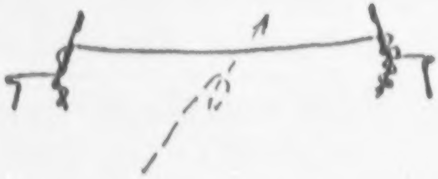
FORMATION: Single file

DESCRIPTION: Advanced Obstacle Course - The course can be set up in any formation and can be run against a time standard or done just for the exercise value.

1. Two yellow hoops balanced on cones - go backwards on stomach feet first, all the way through.

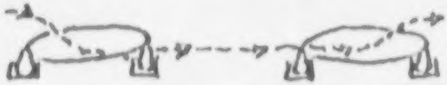


2. Log roll under a rope tied to two chairs without touching.



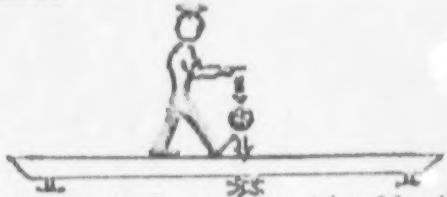
SUGGESTED ACTIVITIES

3. Two red hoops balanced on cones - jump into and then crawl out, feet first, and vice-versa on second red hoop.

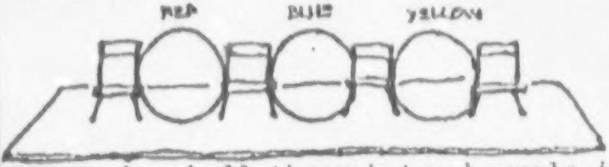


4. Jump rope five times backwards.

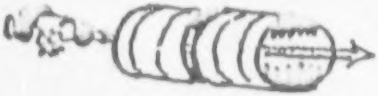
5. Walk the balance beam with a bean bag on the head while bouncing a ball down and back.



6. 3 hoops balanced vertically between chairs: Red -walk through backwards
Blue - walk through sideways
Yellow - do a forward roll through on a mat



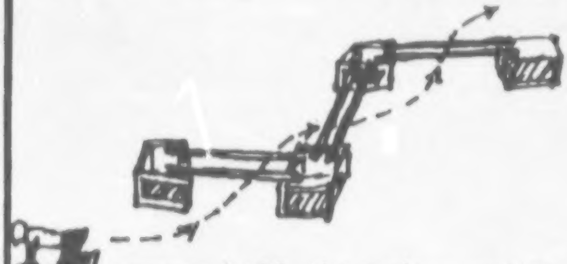
7. Push a ball through two barrels in a row with head.



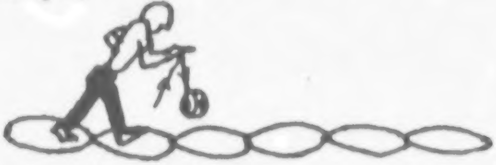
ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

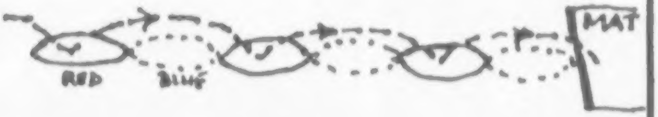
8. Crawl backwards under four milkcases with six wands balanced on them.



9. Bounce ball through a pattern of six blue hoops.



10. Hop on one foot into 3 red hoops, with blue hoops in between red hoops, and place a mat on the end for protection.



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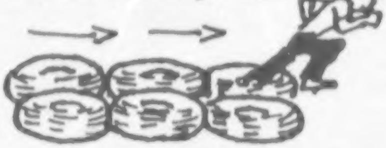
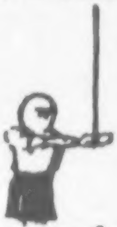
SUGGESTED ACTIVITIES

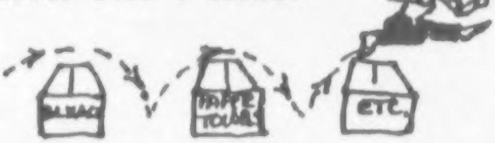
11. Run fast through six automobile tires.



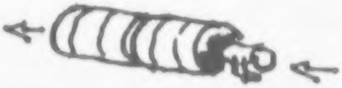
12. Balance a wand on the hand for 3 seconds.



13. Hurdle over 3 boxes.



14. Crawl backwards through 2 barrels.



Minimal expectancy: Accomplish 7 out of 14 activities.

.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Ball Skills

6.19 **OBJECTIVE:** Given adequate instruction and participation, the student will perform skills to develop eye-hand/eye-foot coordination, sequencing ability, tossing, catching and bouncing as specified in the following suggested activities.
Minimal expectancy: Accomplish 6 of the 10 activities in each phase in sequence 1, and 6 out of 10 in sequence #2.

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

BALL SEQUENCES

SKILLS: Sequencing, eye-hand/eye-foot coordination, tossing, catching and bouncing

AREA: Sequence #1 - hard surface area; sequence #2-hard surface with a wall

EQUIPMENT: Playground ball

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Sequence #1
Phase 1
1. Toss the ball up and catch (do once).
2. Toss ball up, clap and catch (do twice)
3. Toss ball up, rotate hands clockwise around each other, and catch (do three times).
4. Toss ball up, clap, slap ankle, clap and catch (do four times).
5. Bounce ball under raised leg and catch (do five times).
6. Bounce ball continuously five times; on 5th bounce tap ball up, clap and catch (do six times).
7. Toss ball up, clap front, clap back, clap front and catch (do seven times).
8. Toss ball up, raise leg forward and clap over, under and over leg and catch (do eight times).
9. Toss ball up, clap, cross arms and touch opposite shoulders with hands and catch ball (do nine times).
10. Raise left arm at right angle to body and toss ball under and over and catch. Left arm must remain still. (do ten times)

Phase 2
Do all the above sequence with one hand.

Phase 3
Begin the ball activity just opposite of what it says in Phase 1. If it says toss ball up - now bounce it. If it says bounce it - now toss it.

Phase 4
This is done just like Phase 3, but with one hand only.

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

RULES

1. If student misses, s/he must start over at the beginning of the phase in which s/he missed.
2. Two "helps" may be used in each phase. (A "help" is using any part of the body other than the hands to assist in catching the ball.)

SEQUENCE #2

Ball bouncing against a wall:

1. Ordinary - stand naturally.
2. Moving - feet cannot move while catching ball.
3. Laughing - no smiling or laughing.
4. Talking - touch lips with hand - say nothing.
5. One hand - catch ball with right hand.
6. The other hand - catch ball with left hand.
7. One foot - stand on left foot, raise right foot.
8. The other foot - stand on right foot, raise left foot.
9. Clap in front.
10. Clap in back.
11. Front and back - clapping.
12. Back and front - clapping.
13. Tweedle - hands rotate around each other clockwise.
14. Tweedle - hands rotate around each other counterclockwise.
15. Curtsy/Bow
16. Salute
17. And away we go - turn completely around and catch ball.

SUGGESTED ACTIVITIES

Minimal expectancy: Accomplish six out of ten activities in each phase in sequence #1, and six out of ten in sequence #2.

SUGGESTIONS: After student has completed 1-17 as directed in number one "ordinary-stand naturally," student must then follow number two's direction "moving-feet cannot move while catching ball" while again completing 1-17.
This sequence then is followed with number three through seventeen with the following exceptions:

1. While following number two's directions 1-17, when it comes to "One foot" and "The other foot", student should first touch the thigh of the right then the left leg. On "away we go" student should rotate both arms forward at the same time at the shoulder.
2. On the talking sequence, the student should touch the lips before each movement is executed.
3. If the ball is missed or dropped, the student must start over at the beginning of the sequence missed.

6.0 CONCEPT: Additional Activities

SUB-CONCEPT: Field Day

6.20 OBJECTIVE: To develop, organize, and implement a field day for grades K-6, which will support and reinforce the skills taught in the instructional physical education program during the course of the school year. Minimal expectancy: Each school should implement a field day as a culmination of the skills taught in their physical education program

SUGGESTED ACTIVITIES

FIELD DAY

Position Statement: As a form of reinforcement and support for the skills taught in the elementary physical education program, a field day stressing low-key competition is suggested. Emphasis is also placed on each child taking an active part in each game. This will create an internal challenge in each student, and s/he should finish the day feeling successful and satisfied. For those more interested in competition, please refer to "PLAY DAY" in the Duval County K-3 curriculum guides.

ORGANIZATION

It is strongly recommended that two people be assigned to put the field day together, as it can be an awesome task in a large school. To give adequate lead time, it is advisable to begin planning well in advance for proper organization (approximately six to eight weeks). Setting the actual date and obtaining permission should be done at the beginning of the school year.

SUGGESTED ACTIVITIES

Because there are so many things to attend to, the following progressive "things to do" list is suggested:

1. Decide on a field day date and clear it with the principal, school calendar and custodian at the beginning of the school year. Remember to take into consideration Florida weather.
2. Decide what games and demonstrations are to be included.
3. When selecting activities, in addition to the physical education skills, attempt to use as many subject areas for game ideas as possible, such as Art, Music, Special Education, etc.
4. Set up clusters (areas where games are grouped), rotation procedures (direction of movement from one game to another), class assignments (which class starts where), time limits (how long students are to stay in each cluster) and a time schedule for the day. Remember to plan activities with sun and shade in mind.

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

5. Determine all equipment that will be needed for the entire day and, if necessary, make requests for equipment donation early.

6. Decide how the field should be laid out and diagram it.

7. Arrange for a picnic lunch through the cafeteria manager and principal. A time schedule for classes to eat should be set up and assignments for eating areas should be made.

8. Ask for parental help through the PTA, the children, and teacher-parent contacts. Involve as many of the staff as possible in the actual running of the field day.

9. Arrange to have the field mowed and trash picked up the day before the field day.

10. Assign your adult and student helpers and staff members to games or duties.

11. Arrange for refreshments after games.

12. Arrange for set-up and clean-up crews. Use the "game boxes" (suggested in #13) to return the equipment to storage.

13. Set up "game boxes." Have a box to place equipment, signs, and other equipment at each game.

14. Make and laminate information signs for names of games and directions.

SUGGESTED ACTIVITIES

15. Make up dittos with games, field markings, schedules and cluster assignments explained.

16. Arrange for a public address system and/or a megaphone.

17. Arrange for a lime marker and purchase "athletic field marker" lime.

18. Arrange for publicity such as posters, and pictures and contacting media for coverage.

19. Arrange for the purchase of, or make, participant ribbons (one for each child). Be sure to include coding (different colors for each grade level). This will be helpful to those organizing children for games.

20. Make name tags for parent helpers and staff.

21. Settle on discipline, bathroom procedures and "rained out" policy for the field day with the principal and staff.

22. Have a faculty and staff meeting and walk through the entire day's activities and procedures. Discuss any problem and/or suggestions. Be sure everyone has a copy of cluster assignments, field day time schedule, diagram of the field, game descriptions, and lunch schedules.

23. Have teachers assign a starting activity for each child in each cluster. i.e.: when Robert goes to Cluster #1, he will start with the Sack Race activity.

24. Be sure the custodian is well aware of what is happening and, knowing of any requirements for that day.

25. Have a meeting with all parent helpers before the field day to discuss assignments, field day schedule, game descriptions and any other pertinent information.

26. Call demonstrators the day of the field day to remind them of your schedule, their commitment, and "rain out" procedure.

27. Get an evaluation from all staff, students and parent helpers on the likes, dislikes and suggestions for improvement of future field days.

28. Write thank you notes to demonstrators and other appropriate persons.

Make sure that you have some games in reserve in case of last minute equipment problems or if demonstrators fail to arrive.

It must be throughly understood that the field day cannot be successful without everyone's complete cooperation. Teachers must be responsible for their class while outside and they should be assigned one or two parent helpers. Games should be run by at least two adult helpers: one for the starting line and another for the finish. Adult helpers should be given the freedom to adapt the games as the classes require, with the physical education person as the final determiner. A sample field day time schedule follows:

9:30 - 10:30	K - 1st grade
10:40 - 11:40	2nd - 3rd grades
11:50 - 12:45	Lunch and rest
12:50 - 1:50	4th and 5th grades
2:00 - 2:45	Demonstrations

This gives one hour for game activity (possible fifteen minutes in each of four clusters) and ten minutes to return to the classroom via the refreshment stand.

Ex.

CLUSTER 1 (3 GAMES)	CLUSTER 2 (3 GAMES)
CLUSTER 3 (3 GAMES)	CLUSTER 4 (3 GAMES)

SUGGESTED ACTIVITIES

DEMONSTRATIONS

Demonstrations are suggested as a climax to the field day. Incorporating career awareness and physical education should be the goal in selecting your demonstrations.

Demonstrations should be requested as early as possible. The Career Awareness Office may be of help in suggesting and/or arranging for a program.

A seating plan for the students (keeping in mind weather restrictions and volume of audience), location of the demonstrator and a public address system should be arranged and illustrated for the staff and helpers. The following is a list of suggested demonstrations:

1. Gymnastics
2. Scuba Diving
3. Parachute (Sky Diving)
4. S.W.A.T.
5. Rescue Squad
6. Dance Group
    a. Folk
    b. Ballet
    c. Clog
    d. Square Dance
    e. Indian Dancing

SUGGESTED ACTIVITIES

7. Helicopter Squad
8. Cheerleading Squad
9. Dog Obedience
10. Arts and Crafts
11. Petting Zoo
12. Martial Arts
13. Fire Department
14. State Police
15. Class Demonstrations
16. Horses

EQUIPMENT

The following equipment is suggested for the general set-up of the Field Day:

1. Cardboard Boxes - Used for storing equipment of each game.
2. Trash cans or barrels - for collecting of trash.
3. Poster board - for signs.
4. Field marking machine - for marking all lines on the field, this can be borrowed from a junior or senior high school.

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SUGGESTED ACTIVITIES

5. Athletic field markers (lime) - for marking the field. This can be purchased from local hardware stores.

6. Ropes - for marking off parts of the field and for use in some of the games.

7. Ditto Masters and paper - for making diagrams and explanation sheets for the field day.

8. P. A. System - for demonstrations and communication to the entire field.

9. Boundary Markers - for marking the field. These can be cones, tires, chairs, etc.

10. Construction paper and ribbons - for name tags and awards.

11. Barrel or tub - for water, used in water race.

12. Obstacles - for obstacle course. These can be chairs, cardboard boxes, barrels, hoops, mats, tires, or balance beams.

13. Game standards - for hanging equipment and marking areas.

14. Tires - for games and boundary markers.

SUGGESTED ACTIVITIES

The following equipment is needed for each game. Suggested number of equipment is in parenthesis.

1. Whiffle balls (16-20): for whiffle ball race and sports skills.

2. Old adult shoes (10 pairs): for grandpa's slippers, not high heels or tennis shoes.

3. Margarine tubs (10-12): for the water race.

4. Balloons (250): for balloon toss. At least one balloon for every two participants.

5. Jump ropes (40): for jump rope endurance and obstacle course.

6. Elastic bands (8): for elastic relay. Each band should be made out of a two foot long section, then tied to form a circle.

7. Groovee loops (40): for groovee loop endurance and obstacle course.

8. Old neckties (12): for three-legged race.

9. Soccer or playground balls (12): for sports skills.

10. Whiffle bats (8): for striking skills.

SUGGESTED ACTIVITIES

11. Stopwatch (2): for timing in certain games and for changing clusters.

For other games, remember to allow enough equipment for at least eight children.

PUBLIC RELATIONS

The field day is an excellent source of positive publicity for the physical education program. It brings together parents, teachers, staff and students in a relaxed atmosphere, yet provides a learning experience for all. Everyone leaves with a sense of accomplishment and pride because the atmosphere is one of low-key competition.

Ideas for publicity include:

1. Posters placed around the school and community
2. School newspaper
3. Announcement at P.T.A. meeting
4. Announcement over school P.A. system
5. Newspapers (city, community, neighborhood, company) - have an article written and pictures taken
6. Radio - announcements for the community. They may be asked to come out and broadcast from the site

SUGGESTED ACTIVITIES

7. Television - contact assignment editor and request they come out and film activities.
8. Public Information Office - Duval County Schools - call for system coverage.

GAMES

This is a list and description of games that can be used for Field Day. Any number of games can be incorporated. If there are some games not mentioned that you feel would improve your Field Day, please use them. These games may need to be modified according to your plans and facilities.

Whiffle Ball Race

SKILL: Crawling

AREA: Playground

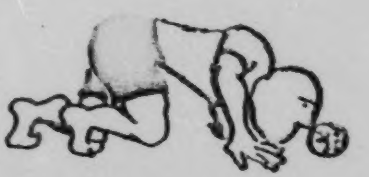
EQUIPMENT: Whiffle balls, one for each student

PLAYERS: All students, two to eight per group

FORMATION: Students side by side, on starting line.

SUGGESTED ACTIVITIES

DESCRIPTION:
Students must get down on all fours and push the whiffle ball with their nose to the finish line. The race should not be more than thirty feet in length.



Minimal expectancy:
Ability to push the ball in a straight line with the nose

Grandpa's Slippers

SKILLS: Running, balance

AREA: Playground

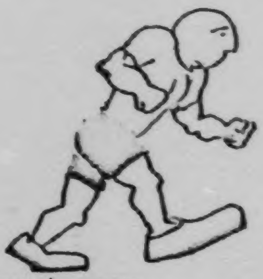
EQUIPMENT: Adult tie or slip-on shoes. No tennis shoes or high heels!

PLAYERS: All students, two to eight per group

FORMATION: Students side by side at starting line

SUGGESTED ACTIVITIES

DESCRIPTION:
Students must put "grandpa's slippers" over their shoes and race down and back to the finish line.



Minimal expectancy:
Ability to run while keeping balance in oversized shoes

Back to Back Relay

SKILL: Running frontwards and backwards with a partner

AREA: Playground

EQUIPMENT: None

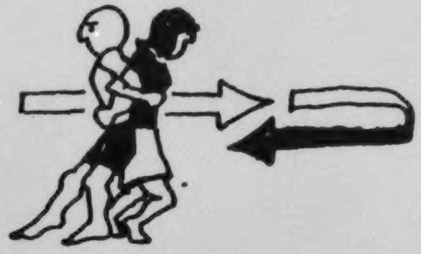
PLAYERS: All students, four to sixteen per group

FORMATION: Students in pairs, side by side at starting line

DESCRIPTION:
Two students are back to back with their

SUGGESTED ACTIVITIES

arms locked together at the elbows. When the race begins, the student facing forward runs forward while the partner is running backward. When they reach the halfway line, the student running backward now goes forward and the original leader now follows, running backward. They continue to the finish line.



Minimal expectancy:
Ability to run forward and backward with a partner while keeping balance

Water Race

SKILL: Balance

AREA: Playground

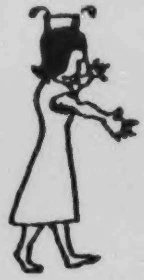
EQUIPMENT: Margarine tubs, and a large container to hold water

PLAYERS: All students, two to eight per group

FORMATION: Students side by side at starting line

SUGGESTED ACTIVITIES

DESCRIPTION:
Student is to place the margarine tub, full of water, on the "flatest" part of the head and walk/race to the finish line without losing the tub. No hands allowed. The race should be no longer than 40 feet.



Minimal expectancy:
Ability to walk while balancing an object on the head.

Balloon Toss

SKILLS: Catching, throwing

AREA: Playground

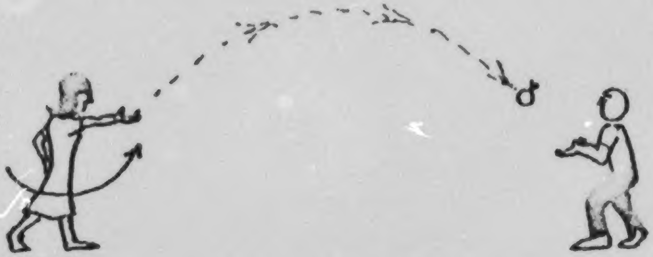
EQUIPMENT: Balloons

PLAYERS: All students (in pairs), two to eight pairs at a time

FORMATION: Partners facing each other, three feet apart

SUGGESTED ACTIVITIES

DESCRIPTION:
One partner has a balloon full of water and tosses it to his/her partner. With each successful toss, the partners take one step back. This continues until only one set of partners has the balloon intact and is farther apart than any other partners.



NOTE:
Balloons must be filled with water and tied before the Field Day begins. Usually this is done the day before. Care must be taken when storing the balloons as the sun will cause them to burst. On Field Day, a large cart or back of a pick-up can be used to bring the balloons out to the field. For a school of 500 students you need 250 balloons in order for each child to participate at least once.

Minimal expectancy:
Ability to toss a water-filled balloon

SUGGESTED ACTIVITIES

Jump Ropes

SKILL: Jumping rope

AREA: Playground

EQUIPMENT: Jump ropes

PLAYERS: All students, two to twenty per group

FORMATION: Scattered

DESCRIPTION:
This is an endurance contest to see who can jump the longest without missing.

Minimal expectancy:
Ability to jump the rope at least five times in succession.

VARIATIONS:
Can be made up, such as jumping backward, moving around while jumping, etc.

Obstacle Course

See 6.18 p 301

Elastic Relay

SKILLS: Running, body awareness

AREA: Playground

SUGGESTED ACTIVITIES

EQUIPMENT: Cones, elastic bands

PLAYERS: All students, two to eight per group

FORMATION: Students side by side at starting line. As each student finishes, s/he must sit down at the end of the line and each student who follows must do the same.

DESCRIPTION:
Student runs down the lane to the cone and takes the elastic band off the cone. The student then must go through the elastic band, head first, place the band back on the cone, run back to the starting line, and tag the next player.

Minimal expectancy:
Ability to run and pull the band over the body

Groovee Loops

SKILL: Coordination

AREA: Playground

EQUIPMENT: Groovee loops

PLAYERS: All students, two to twenty per group

FORMATION: Scattered

SUGGESTED ACTIVITIES

DESCRIPTION:
This is an endurance contest to see who can do the "hula" around the mid-section the longest.

Minimal expectancy:
Ability to do the hula for five seconds

VARIATIONS:
Can use the arms, neck, foot. Students can use two groovee loops each, if the equipment is available.

Three-Legged Race

SKILL: Running with partner

AREA: Playground

EQUIPMENT: Old neckties. These are safer than using rope.

PLAYERS: Students in pairs, two to eight pairs at a time

FORMATION: Partners side by side and each group side by side at the starting line.

DESCRIPTION:
Partners have their ankles tied with a necktie. Students run down 50 feet to line, turn around and come back to the finish line.

Minimal expectancy:
Ability to run with partner while keeping balance.

SUGGESTED ACTIVITIES

Sports Skills

SKILL: Kicking

AREA: Playground

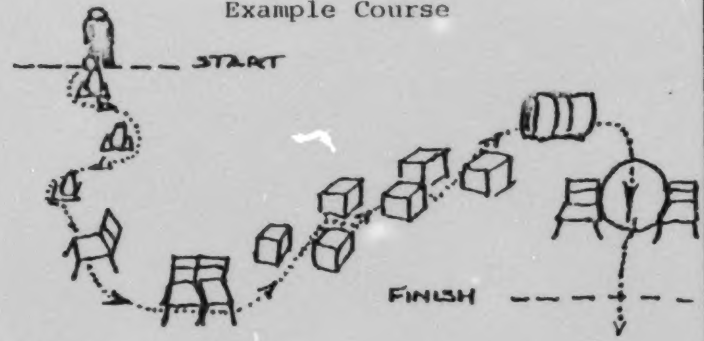
EQUIPMENT: Soccer or kickballs, obstacles

PLAYERS: All students (one at a time)

FORMATION: Single file

DESCRIPTION:
This is a timed event. The student takes the ball and using short controlled kicks, as in soccer dribbling, moves the ball through the course and tries to set the quickest time for that grade level.

Example Course



Minimal expectancy:
Ability to use short controlled kicks to stay within the boundaries

SUGGESTED ACTIVITIES

Sports Skills

SKILL: Striking

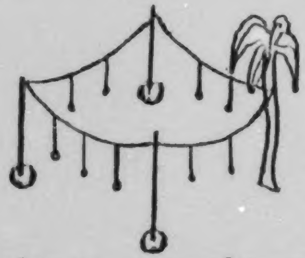
AREA: Playground

EQUIPMENT: Whiffle balls and bats, rope, string

PLAYERS: All students, two to eight per group

FORMATION: In line at stations

DESCRIPTION:
Attach a rope eight feet above the ground to two standards. Strong string should be tied at eight foot intervals on the rope for the purpose of tying Whiffle balls at levels of between two and four feet. Depending on how much rope and the number of standards available (trees can be used), stations can be set for eight or more students.



In order to properly complete this activity, the student must hit the ball using the proper grip, five times in succession.

SUGGESTED ACTIVITIES

Minimal expectancy:
Ability to hit the ball at least three out of five times.

NOTE:
There is a list of possible games to be used in the Duval County Physical Education Curriculum Guide, Grades Two and Three on pp. 237-244.

Games involving other subject areas for field day:

MAGIC MARKER ART

SKILL: Fine motor coordination

AREAS: Playground, preferably in the shade

EQUIPMENT: Large pieces of cardboard, (white or painted white) magic markers and crayons

PLAYERS: All students, two to twenty per group

FORMATION: Scattered around drawing area

DESCRIPTION:
Cardboard can be attached to trees or standards. Students will have about one foot square to draw whatever they want to in an area related to physical education.

SUGGESTED ACTIVITIES

Minimal expectancy:
Art work must deal with physical education in some way.

GET MAD, GET GLAD WALK

SKILL: Striking

AREA: Playground

EQUIPMENT: Pillows, punching bags

PLAYERS: All students, two to twenty per group

FORMATION: Scattered

DESCRIPTION:
This activity involves the Special Education Department. The students are able to see and do activities that relieve their frustrations. They should leave this activity with a good feeling about themselves through positive reinforcement.

Example: Pillows can be hung from a rope at chest level for the students to strike and hit. Balloons and punching bags (those with sand at the base to make the bag return to the upright position each time it's hit) may also be used. Many other ideas can be developed by the Special Education Department.

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
Minimal expectancy: Ability to relieve tension in an approved and acceptable manner to enhance positive self-image and social acceptance.	

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Posture

6.21 **OBJECTIVE:** Given adequate instruction and participation, the student will be able to discuss posture terms and identify components of good posture as specified in the following suggested activities.
Minimal expectancy: Participation in discussion; successful completion of the following suggested activities.

SUGGESTED ACTIVITIES

SKILL: Identification of correct lateral postural alignment

AREA: Classroom, gymnasium, auditorium

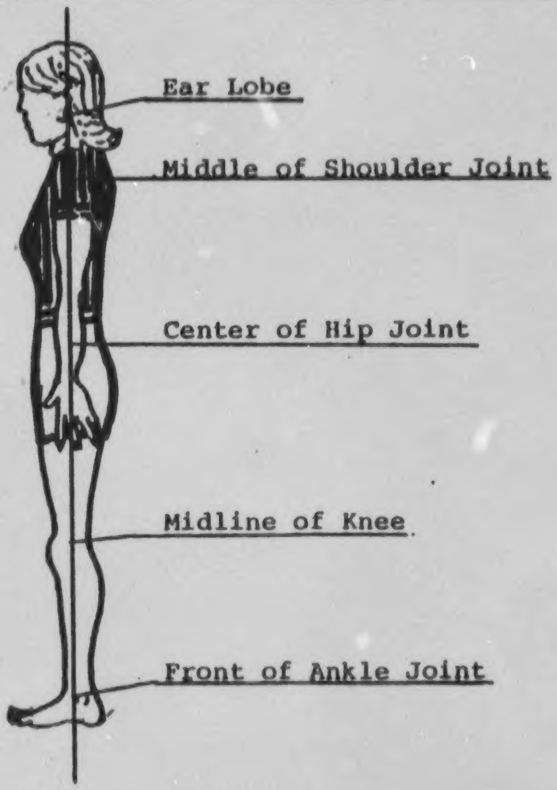
EQUIPMENT: Pencil, paper, sample pictures

PLAYERS: All students

FORMATION: Grouped around instructor

DESCRIPTION: When viewed from the side, a line dropped from the top of the head to the feet should pass through the ear lobe, the middle of the shoulder joint, the center of the hip joint, midline of the knee, and the front of the ankle joint. (See diagram) Good standing posture requires the head be up, the chin in, the tip of the ear directly above the point of the shoulders. Eyes should be directly ahead. The shoulders should be held back and the chest should be up. The lower stomach should be held in and relatively flat. Slight curves in the upper and lower back are normal. The weight should be balanced on both feet with the toes pointed forward.

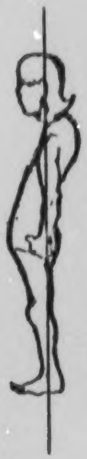
SUGGESTED ACTIVITIES



ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

Poor posture is characterized by holding the head forward with the eyes down. The chest may be flat or depressed with the shoulder blades protruding. Stomach is relaxed and prominent. The normal back curves are exaggerated, the knees forced back, and the pelvis tilted down. See diagram.



Poor Posture

Minimal expectancy: The student will list the position of head, chin, eyes, shoulder, pelvis, and stomach in good and in poor posture alignment. The student will correctly identify a picture portraying good and poor posture.

WALLPAPER

SKILL: Assuming correct postural position

AREA: Classroom, gymnasium, auditorium

EQUIPMENT: Wall or door

PLAYERS: All students

FORMATION: All students standing against a wall or door

DESCRIPTION: The student stands with his/her back to the wall. S/he contacts the wall with the heels, calves, seat, elbows, shoulders, and back of the head. The eyes look straight ahead and the weight is evenly distributed on both feet. The student walks around the room, then returns to the wall to test postural control by resuming original position

Minimal expectancy: No deviation from original position

* * * * * * * * * * * * * * * * *

SKILL: Identification of dorsal deviations in posture

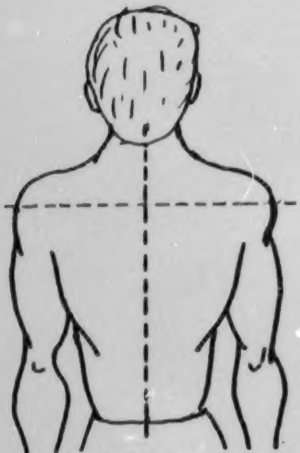
AREA: Classroom, gymnasium, auditorium

EQUIPMENT: Pencil, paper, picture examples

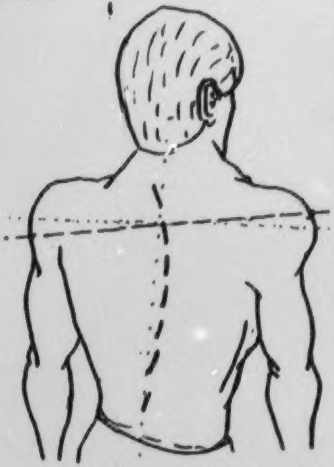
PLAYERS: All students

FORMATION: At desks or grouped around instructor

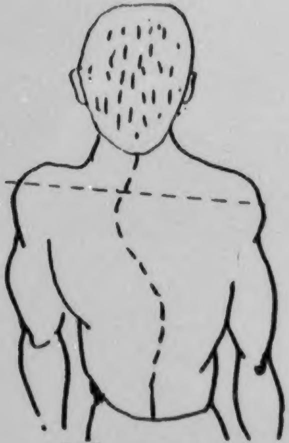
DESCRIPTION: In normal dorsal alignment, the spinal column, when seen from the back, should be a straight, vertical line separating the body into equal right and left halves. (See diagram) Deviations include one (C curve) or more (S curve) curvatures of the vertical line. A deviation may be displayed in one or more of the following ways: 1. one shoulder higher than the other; 2. head tilts to one side; 3. the hips are not level; 4. the weight is obviously carried more on one leg than the other.



no deviation



"C" curve



"S" curve

Minimal expectancy: The student will correctly identify each of the three diagrams, and name two of the four deviations.

HOOK LYING

SKILL: Head, shoulder and upper back development

AREA: Classroom, gymnasium, auditorium

EQUIPMENT: Mats or clean dry surface

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Lie on the back, feet flat on the floor, knees bent, arms outstretched with the palms up. Press the head and elbows against the floor, keeping the chin tucked. Hold and count to eight.

Minimal expectancy: Hold for eight counts and repeat six times.

SWAN EXERCISE

SKILL: Head, shoulder and upper back development

AREA: Classroom, gymnasium, auditoriu

SUGGESTED ACTIVITIES

EQUIPMENT: Mats or a clean dry surface

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Lie face down on the mat. Extend the arms to the side with the palms down. Raise the upper back, head, and arms in an exaggerated swan dive position. The chin is kept in and the movement is limited to the upper back. Hold for two counts.

Minimal expectancy: Hold for two counts and repeat eight times. Use the upper back only.

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SKILL: Identification of correct walking posture

AREA: Classroom, gymnasium, auditorium

PLAYERS: All students

FORMATION: At desks or grouped around instructor

DESCRIPTION: Correct walking posture is a normal extension of correct standing posture. The student first assumes the proper standing position. (See lateral and dorsal alignment.) In walking s/he should maintain good balanced alignment, be relaxed and move easily. The step begins at the hip and the leg swings forward; keeping the toes pointed ahead, the weight returns first to the heel, then to the toe. The same stride length is maintained and the rhythm is steady.

Minimal expectancy: 1. Name the origin of good walking posture. 2. Name the part of the foot that first assumes the weight.

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SKILL: Walking with book on head

AREA: Classroom, gymnasium, auditorium

EQUIPMENT: One hardback book per student

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Assume the correct standing position and place the book on the head, making sure it is balanced. Begin walking keeping arms by the side and the rest of the body in proper alignment. Continue until book falls or the area has been crossed.

Minimal expectancy: Walk ten yards keeping the book balanced.

* * * * * * * * * * * * * * * * * *

SKILL: Identification of walking posture problems

AREA: Classroom, gymnasium, auditorium

EQUIPMENT: None

FORMATION: Scattered in groups of two or three

DESCRIPTION: Have one student walk across the room using exaggerated faulty posture. The partner or partners shall identify and correct the faults of the walker. Change roles.

Minimal expectancy: Each student shall demonstrate poor walking posture and be able to correct posture faults in a partner.

SUGGESTION: This activity may be used with any posture area.

* * * * * * * * * * * * * * * * * *

SKILL: Displaying good posture when sitting and rising

AREA: Classroom, auditorium

EQUIPMENT: Chairs, desks

PLAYERS: All students

FORMATION: One student at each chair

DESCRIPTION: Correct way to lower the body into a chair: the head should be over the shoulders with the shoulders even; hips slightly bent; one foot in front of the other with the back leg against the chair. The thighs do most of the work of lowering the body. Rising is a reversal of the process, again with the thighs doing most of the work.

Minimal expectancy: Sit and rise two times maintaining correct alignment.

* * * * * * * * * * * * * * * * * *

SKILL: Sitting and working

AREA: Classroom

EQUIPMENT: Desks

PLAYERS: All students

FORMATION: Seated at desks

DESCRIPTION: Each student assumes the sitting position (see sitting, rising). The student should lean slightly forward, bending from the hips and keeping the head and trunk in good alignment. Elbows should be close to waist level when on the desk and shoulders relaxed. Watch for errors such as rounded back and shoulders, table too far forward, eyes too close to work.

Minimal expectancy: The student will demonstrate correct posture as specified above while sitting at a desk.

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SKILL: Carrying a long pole

AREA: Auditorium, gymnasium

SUGGESTED ACTIVITIES

EQUIPMENT: One long (6') pole per three or four students

PLAYERS: All students

FORMATION: Scattered in groups of three or four

DESCRIPTION: Have one student from each group pick up the pole and try to carry it; first holding it on the end, then in the middle. Determine where the pole should be grasped for proper carrying. All students are to attempt the task.

Minimal expectancy: The pole should be carried close to the body.

****

SKILL: Lifting

AREA: Classroom, gymnasium, auditorium

PLAYERS: All students

FORMATION: Scattered in groups of three or four, each group with a heavy object

DESCRIPTION: Whenever possible, divide a heavy load (i.e., a stack of books) into lighter loads. To pick up a heavy load, stand close to the object and directly behind it. Lift the object in a vertical line rather than a diagonal line. One foot should be slightly in front of the other with weight evenly distributed. Bend the body at the hips, knees and ankles keeping the back, shoulders and head in good alignment. The heavier the object, the lower the student should bend down. Grasp the object as near its center as possible. The object should be as near the body as possible so its weight is centered over the base of support and as near the body's center of gravity as possible. Raise the body using the large leg muscles not the back muscles. Lift the object slowly.

SUGGESTED ACTIVITIES

Minimal expectancy: Lift a stack of hard-back books maintaining proper alignment and using the legs to raise the stack.

****

SKILL: Carrying objects

AREA: Classroom, gymnasium, auditorium

EQUIPMENT: Variety of objects - light to heavy - one per student

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Good postural alignment should be maintained when carrying an object. The object should not be placed on the hip or the abdomen for support. Each student picks up an object. S/he should keep the load as close to the body as possible, trying to keep it over the center of gravity and base of support. Do not thrust the hip or abdomen out for resting the object. Be sure to hold the object

SUGGESTED ACTIVITIES

near its center of gravity. Walk only as fast as the weight of the load comfortably allows.

Minimal expectancy: Maintain proper posture while carrying objects of different sizes and weights.

****

SKILLS: Pushing and pulling

AREA: Classroom, gymnasium, auditorium

EQUIPMENT: Objects of various sizes and shapes

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: Stand close to the object with one foot in front of and slightly to the side of the other. Bend knees and hips and lean into (pushing) or away from (pulling) the object, using both hands to push or pull. The back stays straight in both positions. In pushing and pulling, use the leg and hip muscles along with the shoulder and arm muscles. Apply force through the center of the weight of the object in the direction it is to be moved.

Minimal expectancy: Correctly push and pull a box of ten paperback books five feet using the principles listed above.

SUGGESTED ACTIVITIES

SKILL: Identification of posture problems (Ear, shoulder method)

AREA: Classroom, gymnasium, auditorium

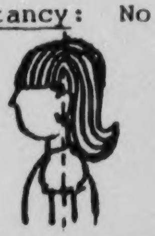
EQUIPMENT: Wand, pointer, ruler

PLAYERS: All students

FORMATION: Scattered - one student per instructor or tester

DESCRIPTION: Measure a vertical line from shoulder point up through ear lobe. If the lobe is not directly above the point of the shoulder, this measurement can be given in terms of inches forward or back. The degree the head is out of alignment with the shoulder is a good indication of general posture.

Minimal expectancy: No deviation



VERTICAL LINE REFERENCE TEST

SKILL: Identification of posture problems

AREA: Classroom, gymnasium, auditorium

EQUIPMENT: A weighted line hung from a bar or door frame.

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: One student beside each line

DESCRIPTION: The teacher looks at each student from the side (lateral) and back (dorsal) views and notes any deviation from the norm. See identification of correct lateral and dorsal posture alignment for listings.

Minimal expectancy: No deviation

SUGGESTIONS: See checklist pp. 140-141 Anderson, Marian, Elliot, Margaret E., La Berge, Janne: Play With A Purpose. New York and London: Harper and Row, Publishers: 1966.

POSTURE CHECK SHEET

SKILL: Identification of postural problems

AREA: Classroom, gymnasium, auditorium

EQUIPMENT: Checklist and pencil for teacher

PLAYERS: All students

FORMATION: Using the Vertical Line Reference Test and informal observation, fill out the checklist (see page 329) for each class.

SUGGESTED ACTIVITIES

TAILOR EXERCISE

SKILL: Head-Shoulder - upper back development

AREA: Classroom, auditorium, gymnasium

EQUIPMENT: Mats or a clean dry surface

PLAYERS: All students

FORMATION: Scattered in partners

DESCRIPTION: Sit cross legged with body erect, hands behind head with fingers locked and elbows out. Force head and elbows back against pressure from the partner. Maintain erect body position.

Minimal expectancy: Ten repetitions

THE MAD CAT

SKILL: Abdominal muscle development

AREA: Classroom, gymnasium, auditorium

EQUIPMENT: Mats or a clean dry surface

PLAYERS: All students

FORMATION: Scattered on hands and knees

DESCRIPTION: Allow the back to sag. Arch the back as rounded as possible with a

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
forcible contraction of the stomach muscles. Hold for two counts and return to the sag. Minimal expectancy: Six repetitions MARBLE TRANSFER SKILL: Postural foot development AREA: Classroom, gymnasium, auditorium EQUIPMENT: One chair and one marble or paper wad per student FORMATION: Scattered in chairs DESCRIPTION: Pick up marble with the right foot; bring it up to the left hand. Transfer the marble to the right hand; bring up the left foot to grasp the marble and place it back on the ground. Minimal expectancy: Repeat five times without dropping the marble.	

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

Posture Check Sheet

Class ______________ School ______________

Date ______________ Teacher ______________

CODE

Meets good postural standards-----1

Slight but definite deviation-----2

Marked deviation------------------3

	Side View						Front and Back View					
Name	Head and neck	Upper back	Lower back	Abdomen	Knees	Feet		Level of shoulders	Level of hips	Feet and Ankles		REMARKS
1.												
2.												
3.												
4.												

SUGGESTED ACTIVITIES

Minimal expectancy: No deviation

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Parachute Play

6.22 **OBJECTIVE:** Given adequate instruction and participation, the student will perform skills to develop upper arm strength and upper body flexibility through parachute play as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; successful completion of two out of six suggested activities

SUGGESTED ACTIVITIES

MAKING WAVES

SKILLS: Strength, coordination

AREA: Playground or gymnasium

EQUIPMENT: Parachute

PLAYERS: All students

FORMATION: Circle

DESCRIPTION: Students stand with chute held at waist level, palms down. Slowly shake the chute up and down for gentle waves and vigorously up and down with arms fully extended for big waves.

Minimal expectancy: Wave for two minutes.

MUSHROOM

SKILLS: Strength, coordination

AREA: Playground or gymnasium

EQUIPMENT: Parachute

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Circle

DESCRIPTION: On signal, students grasp the edge of the parachute by the overhand grip and lift it above their heads like an umbrella. On the next signal, they quickly pull the parachute down and hold the edge firmly on the floor. At first hold edge down with both hands and knees, then knees only.

Minimal expectancy: Form a mushroom and maintain it while kneeling.

VARIATION: After the mushroom is complete, have students gently pat air from the parachute as they stretch forward lying down on parachute.

MAGIC MOUNTAIN

SKILLS: Strength, coordination

AREA: Playground or gymnasium

SUGGESTED ACTIVITIES

EQUIPMENT: Parachute

PLAYERS: All students

FORMATION: Circle

DESCRIPTION: Standing with feet shoulder width apart, students hold the edge of the parachute with an overhand grip with arms hanging down. To inflate the parachute, all students lift the parachute overhead at the same time in a united and combined effort. Students then take a step forward when the parachute is overhead, turn around changing hands to the inside, and quickly bring the parachute down in front of them. Students kneel underneath the parachute while holding the edges down.

Minimal expectancy: Form a mushroom and maintain it while sitting.

POPCORN

SKILLS: Strength, coordination

AREA: Playground or gymnasium

EQUIPMENT: 4 to 6 plastic or rubber balls

PLAYERS: All students

FORMATION: Circle

DESCRIPTION: Place the balls on the parachute. Students, using the underhand grip, will bounce the balls up and down by making waves.

SUGGESTED ACTIVITIES

Minimal expectancy: Keep all balls on the parachute.

VARIATION: Have students pop the balls from the parachute. Appoint 2 or 3 students to return balls to parachute as they are popped off. Activity continues until students have become tired.

NUMBER EXCHANGE

SKILL: Speed

AREA: Playground or gymnasium

EQUIPMENT: Parachute

PLAYERS: All students

FORMATION: Circle

DESCRIPTION: Students count off from one to five with each player assigned a number. As the parachute is inflated to an umbrella, the leader calls a number. Those students with the number called must exchange places under the parachute before it comes down.

Minimal expectancy: The parachute must not touch the changing players.

VARIATION: Different locomotor movements such as running, skipping, hopping, jumping, and walking can be used.

400

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

SKILL: Stunts under the parachute

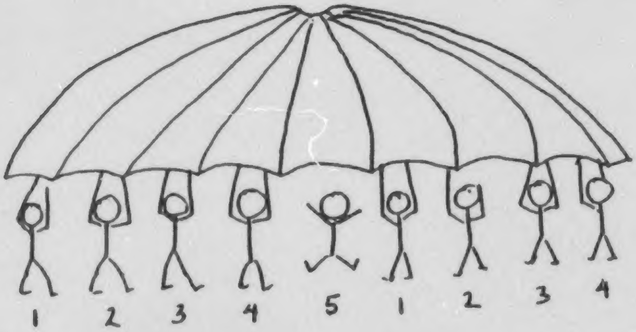
AREA: Playground or gymnasium

EQUIPMENT: Parachute

PLAYERS: All students

FORMATION: Circle

DESCRIPTION: Students are numbered one to five, as parachute is inflated, the leader call a number. Those whose numbers are called, must perform a stunt under the parachute before it comes down.



SUGGESTED ACTIVITIES

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Mass Ball Games

6.23 **OBJECTIVE:** Given adequate instruction and participation, the student will demon-the development of hand-eye coordination, motor skills, spatial awareness, and balance by participating in the following ball activities. Minimal expectancy: Participation in discussion and practice; successful completion of one of the two suggested activities

SUGGESTED ACTIVITIES

SCOOP BALL

SKILL: Eye-hand coordination

AREA: Cafetorium, playground

EQUIPMENT: Scoop and whiffle ball, and target

PLAYERS: All students

FORMATION: Scattered

DESCRIPTION: There are many and varied games played with a scoop and ball. The following are just a few examples.

1. Throw the ball in the air and catch it with a scoop.
2. Roll the ball against wall and catch it in a scoop.
3. Place the ball in the scoop. Throw the ball in the air and catch it in the scoop.
4. Bounce the ball against wall with the left hand and catch it with the scoop held in the right hand. Switch hands.

SUGGESTED ACTIVITIES

5. Throw the ball with the scoop at target on the wall.
6. Select teams and play a game across a net. Everyone has a scoop but only one ball is used. Throw and catch the ball until someone drops or throws it into the net. Score one point for not dropping the ball. Play for two, eight minute halves.

Minimal expectancy:
1, 2, 3, 4 catch the ball in 3 out of 7 tries
5 - hit the target in 3 out of 7 tries
6 - play one complete game

TOPPLE BALL

SKILL: Speed

AREA: Playground or gymnasium

EQUIPMENT: Rope circle, topple set and utility ball

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

PLAYERS: All students

FORMATION: Circle

DESCRIPTION: Place the rope circle on ground. Place the standard holding a wiffle ball in center of the circle. Select one player as the guard. The guard stands in the center of circle holding a paddle to protect the wiffle ball on the standard. The rest of the players stand around the outside of the rope circle and attempt to knock the wiffle ball off the standard. The person knocking the wiffle ball off the standard becomes the next guard and the game continues.

Minimal expectancy:
Play one complete game both as guard (defense) and attacker.

THREE BASE HIT AND MISS

SKILLS: Eye-hand coordination, speed

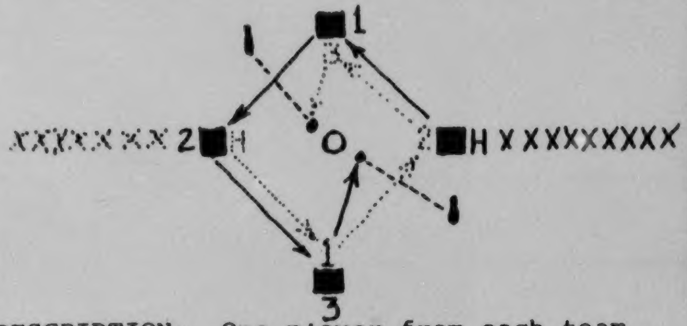
AREA: Playground

EQUIPMENT: Two bowling pins, two tennis balls, one utility ball, four bases

PLAYERS: All students

FORMATION: Two teams as in diagram

SUGGESTED ACTIVITIES



DESCRIPTION: One player from each team stands on his/her home base. On the signal "Go," each player must run and touch three consecutive bases. After touching the third base, the player gets his/her team's tennis ball and has one throw to try to knock over the bowling pin. The player must then retrieve the tennis ball, set the pin back up and replace the tennis ball on the circle.

Each player tries to be first to return the tennis ball and then get the playground ball. S/he then tries to hit the opponent with it below the waist before the opponent reaches his/her home base.

SCORING: One point for knocking over the tennis ball. Three points if the bowling pin is knocked down and the waist. No points are received by the thrower if the opponent is hit above the waist. Zero points are received by the player being thrown at if s/he is hit below the waist.

Minimal expectancy:
Three bases touched in order and the proper sequence of events followed

SUGGESTED ACTIVITIES

BOUNDARY BALL

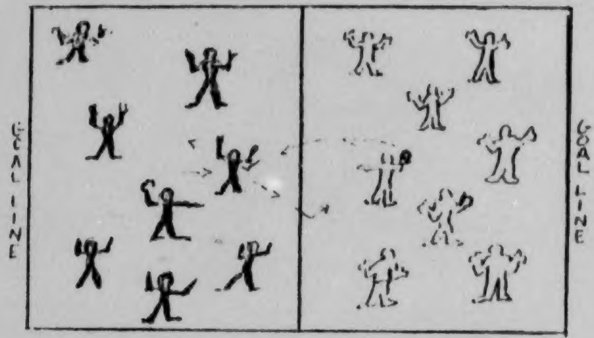
SKILLS: Kicking, throwing

AREA: Playground

EQUIPMENT: 2 different balls - one per team

PLAYERS: All students

FORMATION: Scattered in each team's own half of the court (see diagram)



DESCRIPTION: Each team must stay in their own half of the court. The team captain has the ball. On the signal "Go," each team tries to get their ball across their opponent's goal while definding their own goal. The ball may be handled in any manner, but in order to score a point, the ball must cross the goal line rolling or bouncing. If a ball crosses the goal in the air without having touched the ground, one point is awarded to the defending team.

SUGGESTED ACTIVITIES

Play is stopped when a point is scored. The team captains are given the balls, and play begins again on signal.

Minimal expectancy:
Each student must play in one complete game and touch the ball at least once per game.

VARIATION : This game may be played inside using beanbags or fleece balls.

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Indoor or outdoor relays

6.24 **OBJECTIVE:** Given adequate instruction and preparation, the student will be exposed to competition by performing relays as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice; participation in two of the five suggested activities

SUGGESTED ACTIVITIES

STRING THE BEADS RELAY

SKILL: Eye-hand coordination

AREA: Gym, cafeteria or playground

EQUIPMENT: A bowl of beads and a shoestring for each team

PLAYERS: 6 to 8 per team

FORMATION: File formation

DESCRIPTION: Place a bowl of beads and a shoestring 30 feet in front of the relay starting line. Have the student run down, thread 4 beads, and run back to tag the next player in his/her line.

Minimal expectancy:
String the beads without dropping any.

NEWSPAPER RELAY

SKILL: Agility

AREA: Gym, cafeteria or playground

SUGGESTED ACTIVITIES

EQUIPMENT: Stack of newspapers for each team

PLAYERS: 6 to 8 per team

FORMATION: File formation

DESCRIPTION: Place a stack of newspapers 20 yards in front of each relay line. The first student must run down, pick up a double sheet of newspaper, tear a hole in it, and go through the hole without letting the paper tear out the "circle." The first line getting all its players through the paper successfully wins. If a student breaks the paper circle, s/he must take another sheet of paper and make a new circle.

Minimal expectancy:
The newspaper must not be torn completely through.

SUGGESTED ACTIVITIES

OVER AND UNDER RELAY

SKILLS: Ball control, sequencing

AREA: Classroom, cafeteria, or playground

EQUIPMENT: One playground ball per team

PLAYERS: 6 to 8 per team

FORMATION: Line

DESCRIPTION: On a signal, the first student in each line starts the ball by passing it over his/her head to the next player in line, who then passes it through his/her legs to the next player in line. The ball is alternated over and under until it reaches the end of the line. The last player runs forward and passes the ball overhead. The relay is finished when all players are back in their original positions and squatting down.

VARIATION: The last student must carry the ball to a line 30 feet in front of the relay line; the first team to cross the line wins.

Minimal expectancy:
The relay must be completed in the proper over and under sequence.

SUGGESTED ACTIVITIES

SPELLING RELAY

SKILL: Spelling

AREA: Classroom, playground

EQUIPMENT: One set of lettered cards for each team

PLAYERS: 8 to 10 per team

FORMATION: File

DESCRIPTION: Place a set of alphabet cards on a line 30 feet in front of each team. Each student on the team is given a number. The leader calls a number to run and find a certain letter. The first student finding the letter and holding it overhead so that other students can read it is the winner. As the students progress, they may be asked to pick out cards that spell simple words.

Minimal expectancy:
Correct identification of letters.

RING THE CUP RELAY

SKILL: Coordination

AREA: Classroom, playground

EQUIPMENT: One golf ball for each student and one container for each team.

PLAYERS: 8 to 10 per team

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ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
FORMATION: File **DESCRIPTION:** Give the team leader a golf ball. Have the student place it between his/her knees, walk two yards, and drop the ball into the container. If s/he misses the container or turns it over, or if the ball bounces out, s/he must start over. When each student on a team has successfully dropped the ball into the container, s/he returns to the end of the line and sits down. The first team to complete the task is declared the winner. Minimal expectancy: Walk without dropping the ball; place the ball in the container without missing.	

6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Outdoor relays

6.25 **OBJECTIVE:** Given adequate instruction and participation, the student will perform competitive activities in outdoor relays as specified in the following suggested activities.
Minimal expectancy: Participation in discussion and practice successful completion of three out of five of the suggested activities.

SUGGESTED ACTIVITIES

RUNNING RELAY

SKILL: Running

AREA: Playground or gym

EQUIPMENT: None

PLAYERS: 6-8 per team

FORMATION: File

DESCRIPTION:
Teams take places in single file formation behind starting line. A turning line is established about thirty feet away. Each student in turn runs to the line and back, tags the next student in line, and then takes his/her place at the end of the line.

VARIATION:
This relay could use any locomotor skills such as walking, skipping, hopping, etc.

Minimal expectancy:
run without stopping or slowing before the runner gets to the end of the line

SUGGESTED ACTIVITIES

THROUGH THE HOOP

SKILL: Agility

AREA: Playground or gym

EQUIPMENT: One hoop per team

FORMATION: File

DESCRIPTION:
Place a hoop behind a line 30 yards in front of the relay starting line. The first student runs down and steps inside the hoop, brings it up over the head and replaces it on the ground. S/he then runs back and tags the next student in line and goes to the end of the line. The relay is completed when all players are back in place.

Minimal expectancy: Follow proper sequence

ZIG ZAG RELAY

SKILLS: Jumping, agility

AREA: Playground or gym

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

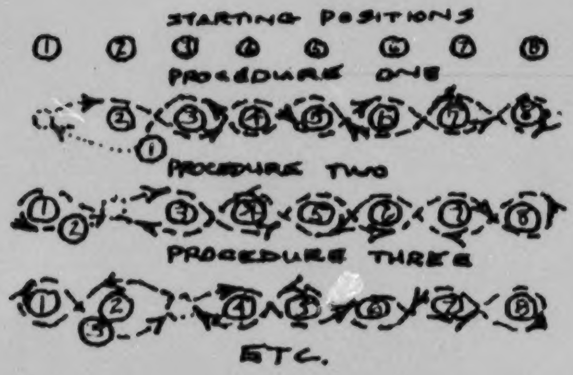
EQUIPMENT: None

PLAYERS: 6-8 per team

FORMATION: Line formation with players spread six to eight feet apart

DESCRIPTION:
Number one runs in and out in a zig zag pattern to the last player on his/her team, circles the player, and returns to original position. Number two starts zig zagging along the line to circle the last player and returns to the front of the line, past number one and then number three goes. The relay is completed when all members have zig zagged their team and are in the original position.

Minimal expectancy:
Follow the pattern without error



SUGGESTED ACTIVITIES

SHUTTLE RELAY

SKILL: Agility

AREA: Playground

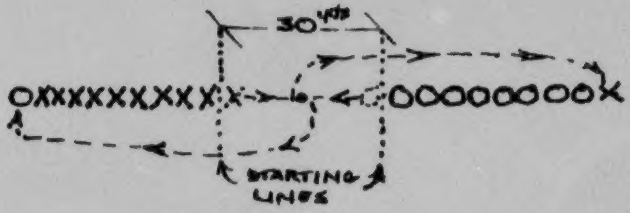
EQUIPMENT: None

PLAYERS: All students

FORMATION: Shuttle (The players are divided into two files which face each other from behind starting lines, thirty yards apart.)

DESCRIPTION:
On a signal, the leaders on one starting line run forward. Each one touches the hand of the leader of the opposite file and moves at once to the end of that line.

Minimal expectancy:
Run to correct opposing line



6.0 **CONCEPT:** Additional Activities

SUB-CONCEPT: Station Teaching/Learning

6.26 **OBJECTIVE:** Given adequate instruction and participation, the student will demonstrate the skill of sequencing and knowledge of the mechanics of station teaching/learning by working independently of the teacher while in a small group.
Minimal expectancy: Participation in discussion and practice; successful completion of each of the suggested activities

SUGGESTED ACTIVITIES

SKILL: Concept identification

AREA: Playground, hard surface area, auditorum

EQUIPMENT: Station markers, task cards

PLAYERS: All students

FORMATION: Groups of four or five students, one group per station

DESCRIPTION: In station teaching, small groups of students work together to develop a skill as specified on a task card. There should be one station for each group of four or five students. Each task card should outline a different task, but should develop the overall daily objective. Task cards should be written by the teacher in language easily understood by the students since each group will be working independently. The station markers should be large and easily identified (i e :traffic cones).

Each group is assigned to a station at the beginning of the class. The group performs the skills as listed on the task cards. When sufficient time for performance has elapsed, the instructor signals. Each group stops what it is doing, replaces all equipment and cards in their original position, and prepares to rotate to the next station. On signal, each group moves in a clockwise direction to the next station, reads the task card, and begins following the directions.

Minimal expectancy:
Each group should work independently, read the task cards before beginning the skill, leave each station as they find it, and rotate properly on signal.

SUGGESTIONS:
Most activities in this guide are adaptable to station teaching. This is an excellent way to keep all students working when equipment is limited.

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SKILL: Station organization

AREA: Playground; hard surface area; auditorium

EQUIPMENT: Station markers, task cards,

SUGGESTED ACTIVITIES

horizontal bar, horizontal ladder, two or three balance beams, six to twelve bean bags, three bowling pins, three 3 foot circles.

PLAYERS: All students

FORMATION: Groups of four or five students, one group per station

DESCRIPTION: Station teaching-suggested gymnastic task cards

Station I: Horizontal bar

HANG

Jump up and grab the bar with a front grip. Hang from the bar as long as you can. Hanging one at a time, see which of you can hang the longest.

Can you hang with your knees bent? With your knees all the way up and touching your chest? With your knees and body straight? Which position is easiest? Hardest?

Station II: Stunts

COFFEE GRINDER

Get into a push-up position. Put your right hand on your right hip. Walk in a circle keeping your left hand on the ground. Reverse. Change hand supports and go forward and backward

SUGGESTED ACTIVITIES

TURK STAND

Stand with your feet crossed and your arms folded across your chest. Sit down, then stand back up, keeping your arms and legs crossed.

Can each of you do both stunts? Which is harder? Easier? Which part of your body works the hardest in the coffee grinder? In the turk stand?

Station III: Horizontal ladder

TRAVEL THE LENGTH OF THE LADDER

Each of you is to travel as far as you can down the length of the ladder using only your hands and without resting. When you can not go any farther, drop to the ground and go back to the starting position. You may begin on the ladder when the person in front of you has traveled two or three rungs, but do not run into the person in front of you.

Can you travel the length of the ladder going forward? Can you think of another direction in which to travel the ladder? Which is hardest? Easiest? Which part of your body is working the hardest when moving down the ladder?

Station IV: Partner stunts

Get a partner and perform the following stunts:

SUGGESTED ACTIVITIES

CHINESE GET UP

Sit down with your back to your partner. Lock your arms together with your partner's arms at the elbows. Each of you put your legs straight out in front. Push your back against your partner's back, draw your legs up under you, and stand up. Do not let your hands or arms touch the ground. Sit back down and get into your original position.

DOUBLE SCOOTER

Sit down facing your partner with your knees bent. Have your partner sit on your feet, and place your feet under your partner. Hold on to the other's upper arm (bicep). Rock back and forth, bending and straightening the legs to scoot across the ground.

Can you and your partner do both of these stunts? Which is easier? Harder? Does the same part of your body work the hardest in each stunt? Can you lead and follow in the "double scooter"?

Station V: Balance Beam

Two or three of you use one beam: Place a bean bag in the middle of each beam. One at a time, walk to the bean bag, bend your knees, pick up the bean bag, stand and continue walking to the end of the beam.

SUGGESTED ACTIVITIES

Stand on the beam. Hop the length of the beam, changing feet with each hop. Try to do this keeping your eyes on an object straight ahead of you.

Can you pick up more than one object at a time? Space three bean bags equally on your beam. Can you walk over the bean bags without losing your balance? Can you travel backwards doing the same thing? Can you pick up a bean bag moving backward? Can you hop the length of the beam using only your right foot? Only your left? Whigh is easier? Harder? Is it easier or harder to jump on both feet or to hop on only one feet? What perceptual skill is being developed in this activity?

Station VI: Combatives

FINGER FENCING

Find a partner. Each of you stand on your right foot and hold your left foot up with your left hand. Hook right index fingers. Using only your fingers, try to push your partner off balance so s/he lets go of his/her left foot or falls.

BOWLING PIN

Find a partner. Both of you get on the outside of a circle with the bowling pin in between you on the"X". Place your hands on your partner's shoulders. Try to push or pull the other so that s/he knocks over the bowling pin.

ADDITIONAL ACTIVITIES

SUGGESTED ACTIVITIES

Can you and your partner do each of these activities? Which is easier? Harder? Which part of your body works the hardest in each activity? What are you developing in each activity? Can you find an easy way to overcome your partner.

Minimal expectancy:
Each student will go to each station, perform the task as specified, answer the questions, put the station back as it was found, and rotate to the next station.

SUGGESTED ACTIVITIES

AQUATICS

More than 100 million Americans participate in some form of aquatic activity each year. Because of the location, most Floridians are often in or around recreational water areas. In 1975, 48% of the drowning victims in Duval County were children under 19 years of age. Of that 48%, 32.2% were school age children between the ages of 5-19 years. Because such a large percentage of fatal drowning accidents involve school age children, it is imperative that all students be trained at least in a classroom water safety unit (if no pool is available) and preferably in a water safety and swimming program utilizing a pool.

In the aquatics component of this guide, three major areas of water safety are covered. Two of the aquatic objectives, safety hints and artificial respiration, are adaptable to classroom teaching. A pool is preferable for the third objective, non-swimming rescues, but the techniques may be adequately taught in the classroom or on the playground. These three objectives, safety hints, artificial respiration and non-swimming rescues, are necessary for the safety and well being of all people, swimmers and non-swimmers alike, who make use of Florida's abundant water recreational areas.

Sample lesson plans for a classroom water safety unit are contained in the Duval County Second-Third Grade Physical Education Curriculum Guide. For additional information concerning the Duval County swimming and water safety programs, contact the Physical Education Office (633-6248). Only a qualified swimming instructor should attempt to teach swimming. For the classroom teacher who will be teaching basic water safety, the Basic Water Safety Guide is available from the American Red Cross.

7.0 CONCEPT: Aquatics

SUB-CONCEPT: Safety Awareness

7.1 OBJECTIVE: Given adequate instruction and participation, the student will develop knowledge and awareness of safety rules and regulations, as specified in the following suggested activities. Minimal expectancy: Participation in discussion, films and practice; successful completion of the suggested activity

SUGGESTED ACTIVITIES

SKILL: Safety awareness

AREA: Classroom or pool

EQUIPMENT: Paper, pencil, writing surface

PLAYERS: All students

FORMATION: Scattered at desks (inside) or grouped around instructor (pool).

DESCRIPTION: Discuss the following rules for safety in and around the water with your class. You may want to make copies to give to the class.

1. Never swim alone.
2. Swim only with a buddy who has the ability to help if necessary.
3. Learn to swim well enough to survive in an emergency.
4. Swim only in a supervised area.
5. Follow the rules set up for the area where you are swimming.
6. Learn simple and safe reaching rescues.
7. Know how to administer artificial respiration.
8. Know your limitations and do not overestimate your ability.

SUGGESTED ACTIVITIES

9. Stay out of the water when overheated and immediately after eating.
10. Stay out of the water during storms.
11. Dive only in known waters that are deep enough.
12. Do not use inflated tubes, air mattresses or artificial floats as a substitute for swimming ability.
13. Always swim a safe distance away from diving boards and platforms.
14. Do not play or run on a pool deck.
15. Report unsafe conditions to the lifeguard.
16. Do not talk to the lifeguard unnecessarily.
17. Do not use breakable objects near water and properly dispose of any you find.
18. If pulled out by a strong current at the beach, swim across it parallel to the shore rather that fight it and try to get directly to shore.
19. Never call for help unless it is really needed.
20. Keep first aid and basic rescue equipment available at all times.

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
Minimal expectancy: List, discuss and/or define ten of the twenty safety rules	

.0 **CONCEPT:** Aquatics

SUB-CONCEPT: Artificial Respiration

7.2 **OBJECTIVE:** Given adequate instruction and participation, the student will demonstrate the techniques necessary for administering artificial respiration to a drowing victim as specified in the following suggested activity.
Minimal expectancy: Participation in discussion and practice; successful completion of the suggested activity

SUGGESTED ACTIVITIES

SUGGESTED ACTIVITIES

SKILL: Artificial respiration

AREA: Classroom or pool deck

EQUIPMENT: Rususci-Ann model may be obtained from the American Red Cross

PLAYERS: All students

FORMATION: Scattered at desks (classroom) or grouped around the instructor (pool)

DESCRIPTION: Victims of water accidents who die, usually die from lack of air rather that water in the lungs or stomach. Artificial respiration must be started as soon as possible. It may be started in the water near the edge of the pool, if the rescuer can stand with his/her head and chest out of the water.

PROCEDURE:
1. Check for breathing by placing a moistened cheek above the victim's mouth to feel for air exchange and by watching the victim's chest for any up and down movement,
2. If the victim is not breathing, clear the mouth of any visible foreign matter by running the thumb and forefinger around the mouth.
3. Tilt the head back so the chin is pointing upward. (If the victim has a head, neck or back injury, use the chin jut to clear the tongue instead of the head tilt.) To tilt the head, place one hand under the victim's neck and lift. Place the heel of the other hand on the victim's forehead and tilt the head backward. Maintain this position throughout artificial respiration.
4. Use the thumb and forefinger of the hand on the victim's forehead to pinch shut his/her nostrils.
5. Blow air into the victim's mouth:
   a. Open your mouth widely.
   b. Take a deep breath.
   c. Seal your mouth tightly around that of the victim and blow.
   d. Blow hard 12 times a minute (or once every five seconds) for an adult.
   e. Blow gently 20 times a minute (or every 3 seconds) for a baby.

SUGGESTED ACTIVITIES

f. If the airway is clear, very little resistance to blowing will be felt.

6. Watch the victim's chest to see when it rises.
7. Stop blowing when the victim's chest has risen. Raise your mouth and turn your head to the side to listen to exhalation.
8. Watch the chest to see it fall.
9. Repeat until the victim starts breathing or until professional help arrives
10. If the air will not go into the victim's lungs, there is a blockage. First, check to see if there is any foreign matter in the mouth and if the head is properly tilted, or the chin properly jutted, to get the tongue out of the way. Try again to blow.
11. If foreign matter is preventing air exchange, try to clear the passage again with the fingers. If it cannot be cleared, as a last resort, turn the victim on the side and sharply hit the victim between the shoulder blades to jar it free. Then reposition the victim, check for breathing and begin artificial respiration again.
12. A victim of near drowning should always be treated for shock-keep him/her lying down and maintain body temperature.
13. A victim of near drowning should always be seen by a doctor to assure proper medical care.

SUGGESTED ACTIVITIES

Minimal expectancy:
The student should be able to discuss and demonstrate the entire sequence for artificial respiration.

SUGGESTIONS: If a resuscitation model is not available, students can practice on each other. Blowing may be simulated when using partners.

2. The rescuer should not use the head tilt on a victim with possible head, neck or back injury since tilting the head may aggravate the injury.
3. In the large majority of cases, when resusitating a drowning victim, the victim will regurgitate food, water, or a mixture of both. The rescuer must be aware that this will probably happen and that it does not mean the rescuer has made a mistake or done anything wrong. When it happens, turn the victim on his/her side to allow the mouth to empty, check for any remaining foreign matter and begin resussitating again.

7.0 **CONCEPT:** Aquatics

SUB-CONCEPT: Non-swimming Rescue

7.3 **OBJECTIVE:** Given adequate instruction and participation, the student will demonstrate knowledge of non-swimming rescues as specified in the following suggested activity.
Minimal expectancy: Participation in discussion and practice; successful completion of the suggested activity.

SUGGESTED ACTIVITIES

SKILL: Non-swimming rescues

AREA: Pool

EQUIPMENT: Ring buoy, heaving line, gallon milk jugs, pool equipment, towels

PLAYERS: All students

FORMATION: All students on the pool deck

DESCRIPTION: Non-swimming rescues fall into two categories: extension assists and throwing assists. An untrained rescuer should never go into the water to save a victim.

Extension Assists: Often a victim is within reaching distance of safety. The rescuer should anchor himself to the side or to a hand hold before attempting to assist the victim. The rescuer should lie down on the side of the pool, extend the arm, grasp the victim by the closest part of his/her body, then pull the victim to the side.

If the victim is further than an arm's length away, the rescuer may enter the water, firmly grasp a support such as a ladder or a pier, and extend a leg to the victim. The victim is then pulled to safety.

A victim may also be reached by extending any item such as a pole, shepard's crook, towel, shirt, or oar. Once the item is grasped, the victim can be pulled to safety.

Throwing Assists: If the victim cannot be reached with an extension, a throwing assist may be made. The most common piece of equipment used in a throwing assist is the ring buoy. Ring buoys should be found hung and ready at every recreational water facility. The ring buoy should be tossed behind the victim so the rope crosses one of his/her shoulders. The rope is pulled until the victim is able to grasp the buoy, then the victim is pulled in slowly and steadily.

If the ring buoy is not available, a rope with a knot in the end, or a plastic jug partially filled with water and attached

SUGGESTED ACTIVITIES	SUGGESTED ACTIVITIES
to a line may be substituted. If there is no throwing equipment available, any item that will float may be thrown to the victim to support him/her until help comes. Some items that will float include a spare tire, a Thermos jug, a picnic chest, an empty milk jug, and a ball. Minimal expectancy: The student will demonstrate two extension assists, two throwing assists, and will name at least five items commonly found around water that can be used to assist a victim.	422

HOMEMADE EQUIPMENT

Balance Beam
Balance Beam (Rounded)
Balance Boards
Balance Boards (Roller)
Balero
Bat and Corks
Batting Tee
Beanbags
Bell Target
Blind Ball
Bowling Pins

Can Stilts
Cardboard Hurdles
Cardboard Shapes
Carpet Square Bases
Classroom Net
Coathanger Flag Markers

Egg Carton Toss

Hoops
Hoop Stand
Hop Grid

Jump Ropes

Lummi Sticks

Medicine Ball
Mobile Boundary Markers

Nylon Paddles

Paper Balls
Portable Goal Posts

Scoops

Targets
Tennis Balls
Tinikling Poles
Tire Walk
Toss Board

Utility Standards

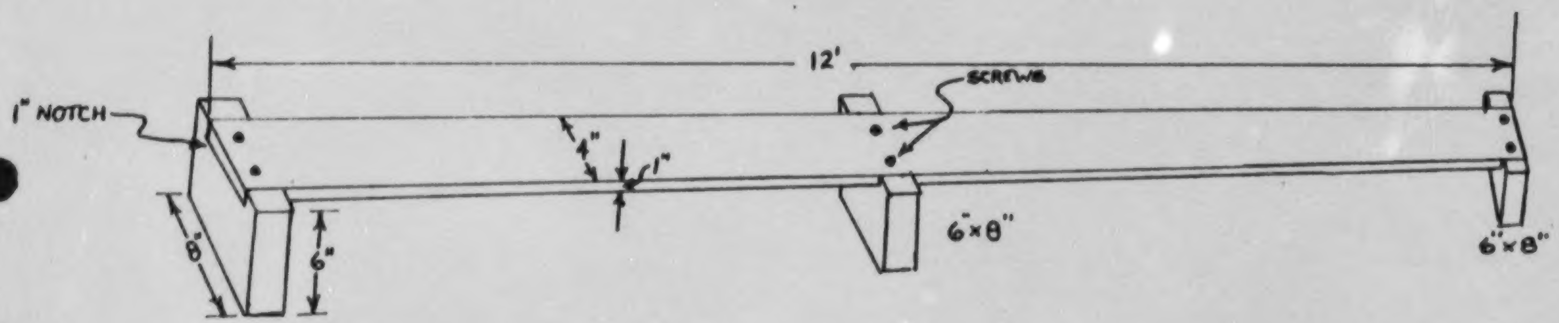
Wands

Yarn Balls

BALANCE BEAM

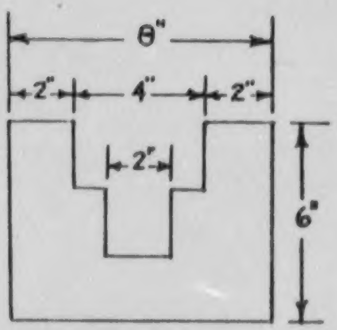
Materials: One 12' long 1" x 4" board
Three 6" x 8" blocks

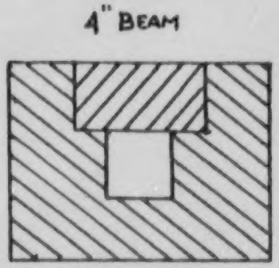
Cut the block so the beam can rest in it. Screw the board into the blocks for stability.

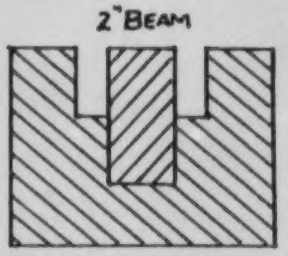

12'
SCREWS
1" NOTCH
4"
1"
8"
6"
6"×8"
6"×8"

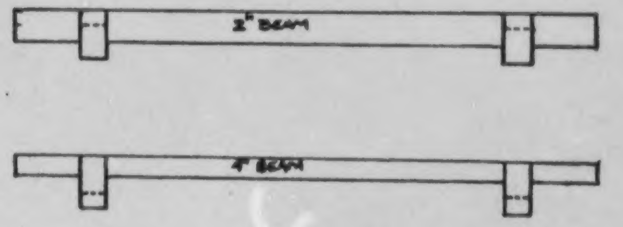
Materials: One 12' long 2" x 4" board
Two 2" x 4" blocks

Construct as in the above beam, except cut the block so the beam can rest either on the 2" side or on the 4" side.





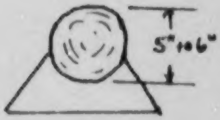


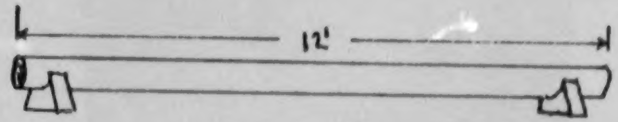

2" BEAM
4" BEAM

BALANCE BEAM (ROUNDED)

Materials: 1 smooth, round pole 5" x 12'
2 notched standards 1' high

Set the rounded pole in the standards. Have the students perform balance skills on the round beam after proficiency is reached on the regular beam.

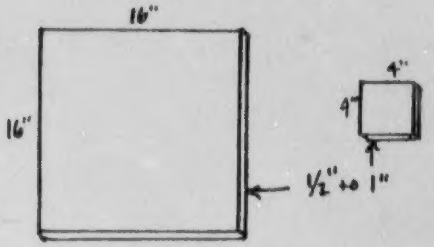


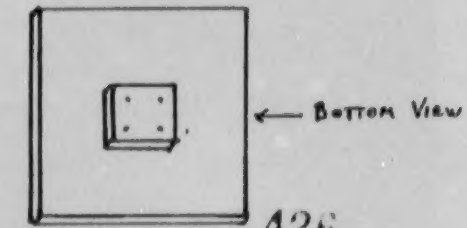


BALANCE BOARDS

Materials: 1 piece of marine plywood 16" x 16" x 1/2"
1 piece 4" x 4" x 1/2"

Center, nail and glue the smaller piece to the larger piece of plywood. Sand the edges and paint.

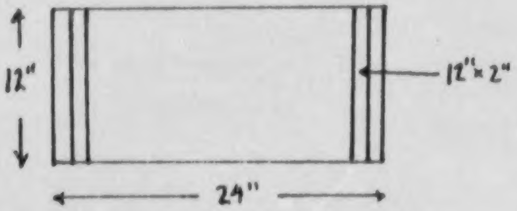


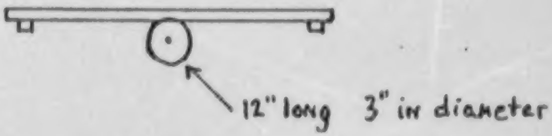


BALANCE BOARDS (ROLLER)

Materials: Plywood 24" x 12"
Board 12" x 2"
Round roller block 12" long x 3" in diameter.

Nail the small pieces (12" x 2") of wood to the bottom of the large rectangle about 2" from either end. The 12" long round roller block fits under the rectangular board and the 12" x 2" pieces keep it from rolling completely out from under.

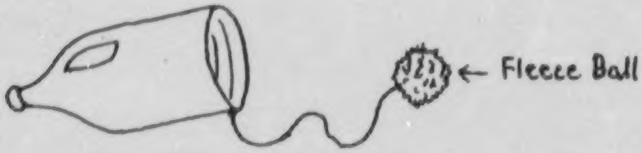




BALERO

Materials: One quart plastic bottle
One fleece ball; string

Cut the end off the quart bottle and keep the part with the handle. Measure 24" of string and tie the fleece ball to the bottle. Try to swing the ball into the air and catch it in the bottle.



BAT AND CORKS

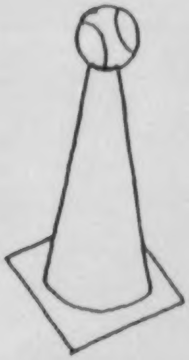
Materials: 1 broom handle
Corks

The broom handle should be cut off evenly and sanded on the ends. The corks can be pitched to the "batter" who uses the broom stick to hit them.

BATTING TEE

Materials: 18" or 24" plastic cones

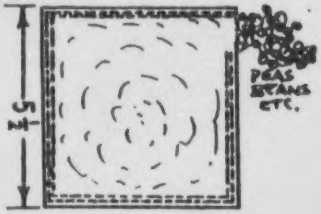
Balance a softball or a 6" utility ball on the cone, then have the students hit it off.



BEANBAGS

Materials: Scraps of Material
Beans

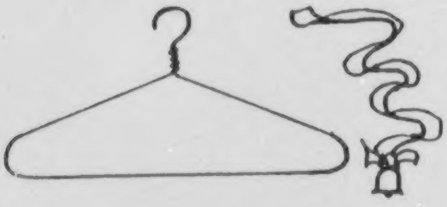
Beanbags can be made in various shapes (squares, circles). A strong fabric such as denim or dacron should be used.
Cut two five and one-half inch square pieces of cloth. Double machine stitch, leaving a one-inch opening for filling with beans, peas, or corn. Sew the one-inch opening up by double machine stitching on the outside.

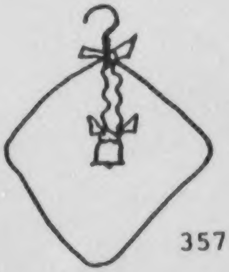


BELL TARGET

Materials: 1 coat hanger
Ribbon
1" bell

Spread the sides of the coathanger so it looks like a circle. Tie the bell to the top with the ribbon. The bell should hang about in the center of the circle. This target may be hung by the hook. Tennis balls, bean bags or fluff balls may be thrown through the circle either trying to hit the bell, or not trying to hit it.

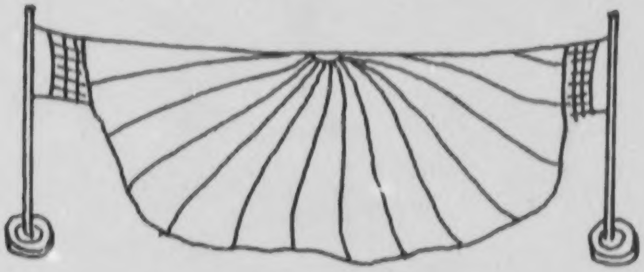




BLIND BALL

Materials: One volleyball net
Two standards
One parachute

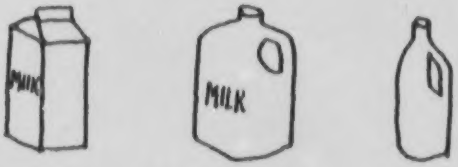
Set up the net and standards as you would for a volleyball game. Drape the parachute so half of it is on each side of the net. This may be used to challenge your students in volleyball.



BOWLING PINS

Material: Milk cartons or bottles or bleach bottles

Weight bottles by putting an inch or two of sand in them, then replace the cap or seal the top.

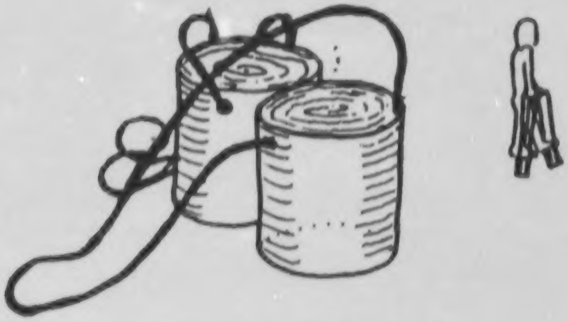


Plastic Bottles

CAN STILTS

Materials: Rope
Gallon Cans

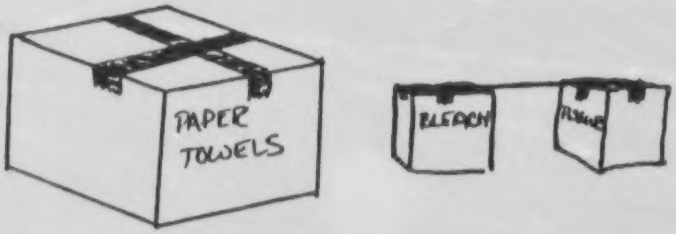
Ask the cafeteria manager to save empty gallon cans from the lunchroom. Punch a hole, one-half inch from the top, on both sides of the can. Insert a four foot long piece of rope and knot the ends inside the cans. Students step on cans, holding one rope in each hand.



CARDBOARD HURDLES

Materials: Cardboard boxes of various sizes and shapes
Tape

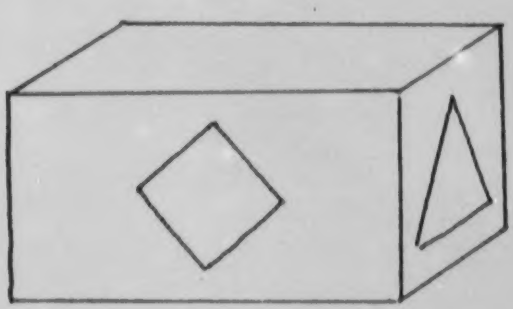
Tape each box closed. The boxes may be placed so that students hurdle them, or sticks may be placed between two boxes as the hurdle.



CARDBOARD SHAPES

Material: One large cardboard box

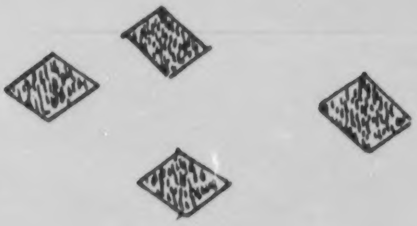
Cut shapes in a large box so the children may crawl in and out of them.



CARPET SQUARE BASES

Material: Carpet Squares

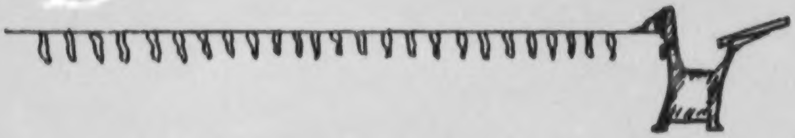
These squares may be used in any game requiring bases.



CLASSROOM NET

Materials: String
6" lengths of cloth

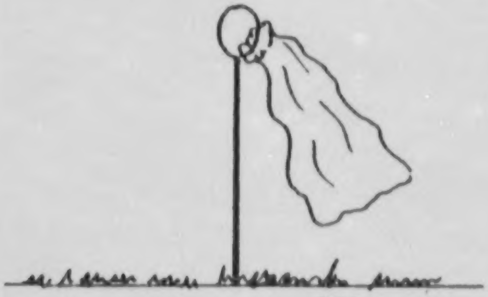
Measure off enough string to be tied to two objects in the room. Staple the strips to the string. Use for balloon or fleeceball volleyball.



COAT HANGER FLAG MARKERS

Materials: 1 coat hanger
1 24" square piece of material

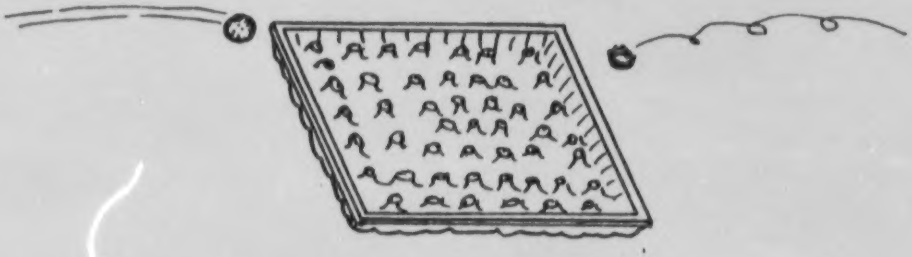
Straighten the hanger, then round the top into a cicle. Tie the piece of material to the circle as a "flag". The long end of the hanger is pushed into the ground. This marker may be used as a station marker for station teaching or boundary marker for team games.



EGG CARTON TOSS

Materials: 1 commercial egg carton
Ping pong ball or bottle cap

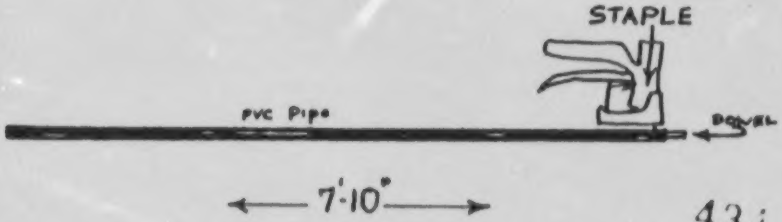
Number all the indentations in the carton mixing large and small numbers - do not number in sequence. Toss the ball or bottle cap into the indentations to develop hand-eye coordination. Score by numbers.

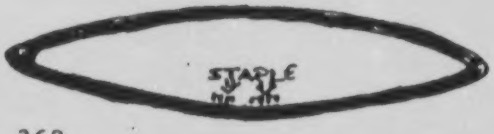


HOOPS

Materials: PVC pipe from hardware store
3" wooden dowel rods, 1/2" in diameter

The best length of the plastic pipe used to construct these hoops is seven feet, 10 inches. Black plastic pipe, one-half inch in diameter, may be purchased at most local hardware stores and building supply centers. Cut pipe to the desired length; insert half of a three-inch wooden dowel, one-half inch in diameter, into one end of the pipe and secure with a staple gun. Insert the rest of the wooden dowel into the other end of the pipe. Form a circle and close the ends of the pipe tightly against each other. Secure with a staple gun. For added strength wind black electrical tape around the closure.

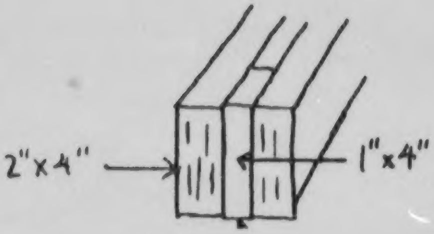


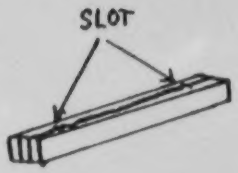


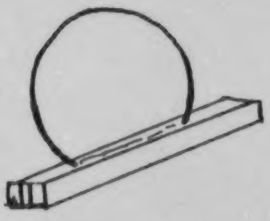
HOOP STAND

Materials: Two 25" 2" x 4" boards
Small pieces of 1" x 4" boards

Nail the 2 x 4's together at the ends with the 1 x 4's in between the boards. The hollow section created will hold a hoop upright. Students may crawl through the hoops, or they may be used as targets.







HOP GRID

Materials: Large plastic or oilcloth sheet
Paint or colored Scotch tape

Paint or tape squares in a 5' x 5' grid. Paint the vowels into the grid first, then add the rest of the letters. One letter must be omitted-usually the Q or Z. The students can spell words by hopping from letter to letter.

	E		U	
		I		
	A		O	

JUMP ROPES

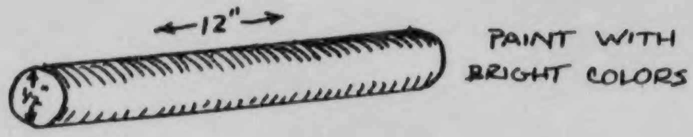
Materials: Rope may be obtained from the Storeroom Bid list

Cut half-inch rope into six or seven-foot lengths for grades kindergarten and one. Cut the rope on the mark in the middle of the two tape marks. Tape masking tape around the ends to prevent raveling and fraying.

LUMMI STICKS

Materials: Broom handles or 1/2" wooden dowels
Newspaper

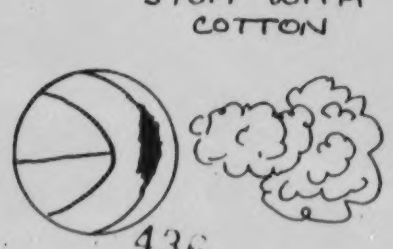
Cut the dowels into one foot lengths. Sand ends and paint. Tightly rolled newpaper may be secured with masking tape for use as Lummi sticks also.



MEDICINE BALL

Materials: One flat ball
Cotton

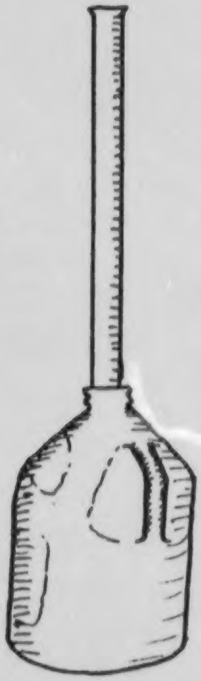
Any ball that will no longer hold air may be stuffed with cotton. Make a small opening, fill the ball with cotton, then lace or seal the opening. This ball may be used for any activity to vary the perceptions necessary for the activity.



MOBILE BOUNDRY MARKERS

Materials: One plastic milk jug
Plastic golf tube

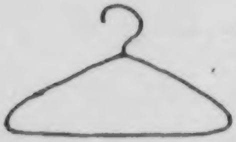
Use the milk carton as a base and insert the golf tube into the mouth of the bottle. Push the tube all the way to the bottom of the bottle. This marker is lightweight and safe for use in a gymnasium, auditorium, cafetorium or classroom.

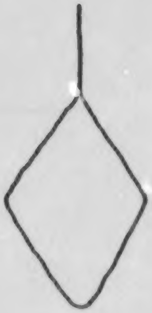


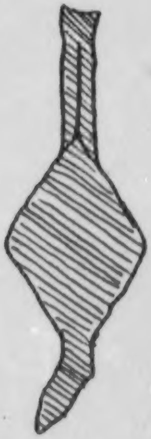
NYLON PADDLES

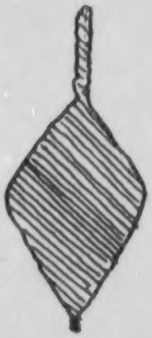
Materials: Hangers
Old cut off panty hose

Bend a wire coat hanger to form a diamond or a round shape. Straighten out the curved part of the hanger. Insert the hanger into a nylon stocking, pulling it as tightly as possible and leaving the foot part of the stocking hanging off. Tie several knots in the stocking and cut the rest of the foot part off. Wrap the excess stocking around the handle and secure it in place.





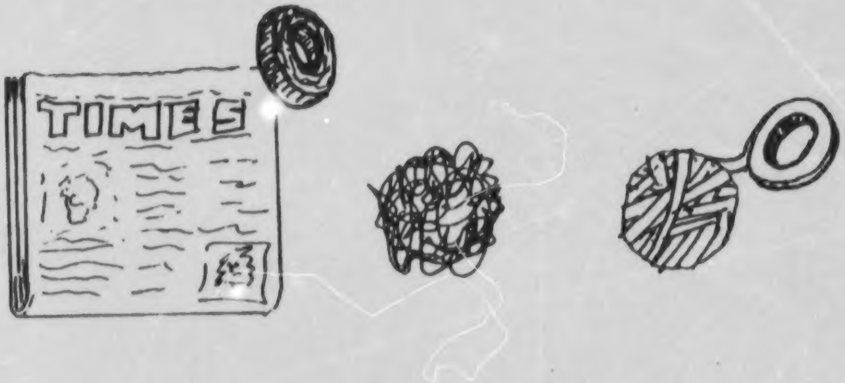




PAPER BALLS

Materials: Newspaper
Masking tape

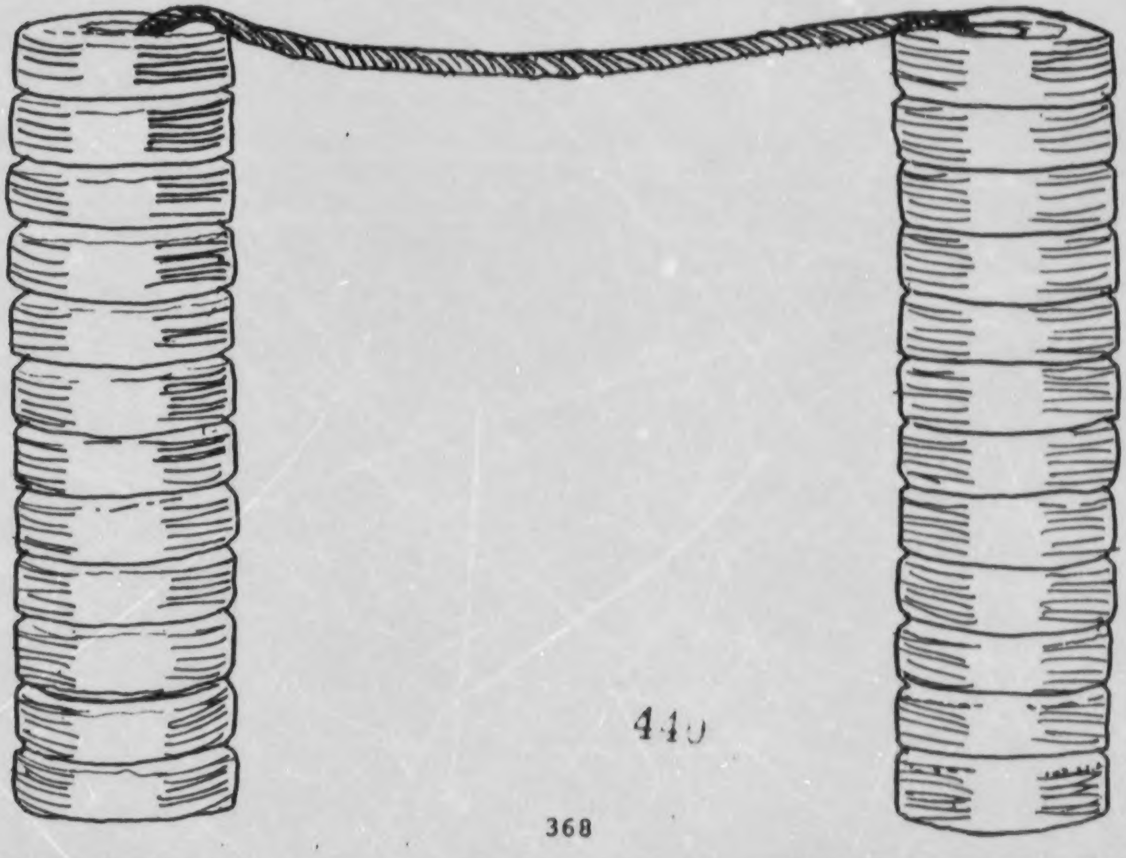
Crumple one sheet of a large sheet of newspaper into a tight ball. Wrap with masking tape to form a firm ball. Crumple two or more sheets of paper, to make larger balls. Wrap with masking tape.



PORTABLE GOAL POSTS

Materials: Old car tires (ask dealer to donate)

Stack 24 car tires, 12 on each side as many feet apart as specified in game rules. String a rope across the top of the car tires. Repeat procedure for the other side of the field.



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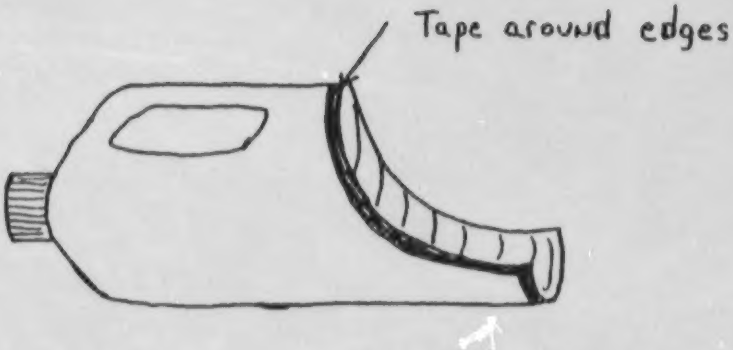
SCOOPS

Materials: 1/2 gallon plastic bleach jugs or milk jugs
Colored plastic tape

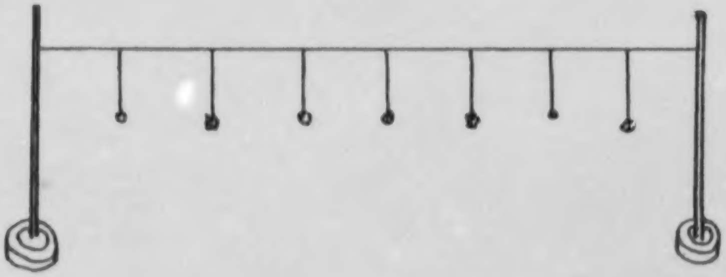
Cut out the bottom of the jug. Tape the bottom rim overlapping on both the inside and outside as it is sharp. Ask each child to bring a plastic jug and make his/her own scoop. Write their names on them.



TARGETS

Materials: Rope at least 12' long - may be much longer
Assorted balls-tennis, whiffle, yarn, etc.

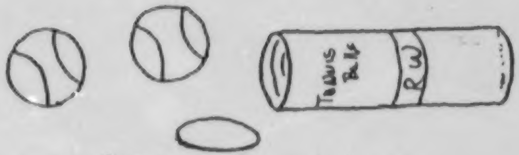
Cut the rope long enough to stretch between two points (or standards). Tie the balls to 30" pieces of string and attach them to the rope at least 1 1/2 yards apart. Balls may be hit with various bats & paddles and may be moving or stationary when struck.



TENNIS BALLS

Materials: Tennis balls

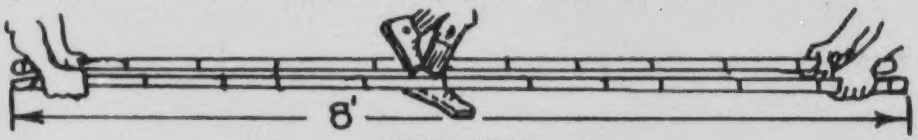
May be obtained from tennis clubs or recreation department. Ask for old practice balls.



TINIKLING POLES

Materials: Broom sticks
Bamboo poles

Any broom handle or bamboo pole may be used as a tinikling stick. The poles may be cut from a bamboo stand or requested from a carpet store.

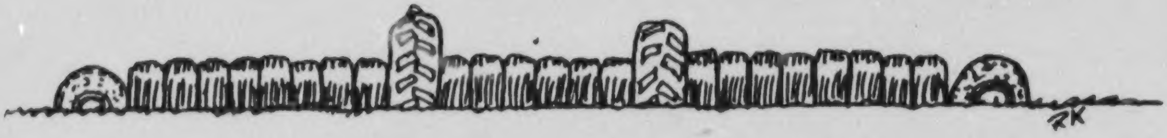


TIRE WALK

Materials: Tires (ask local dealers to donate)

Place tires as follows:
a) 1 car tire horizontally
8 car tires vertically
1 truck tire vertically
5 car tires vertically
1 truck tire vertically
8 car tires vertically
1 car tire horizontally
25

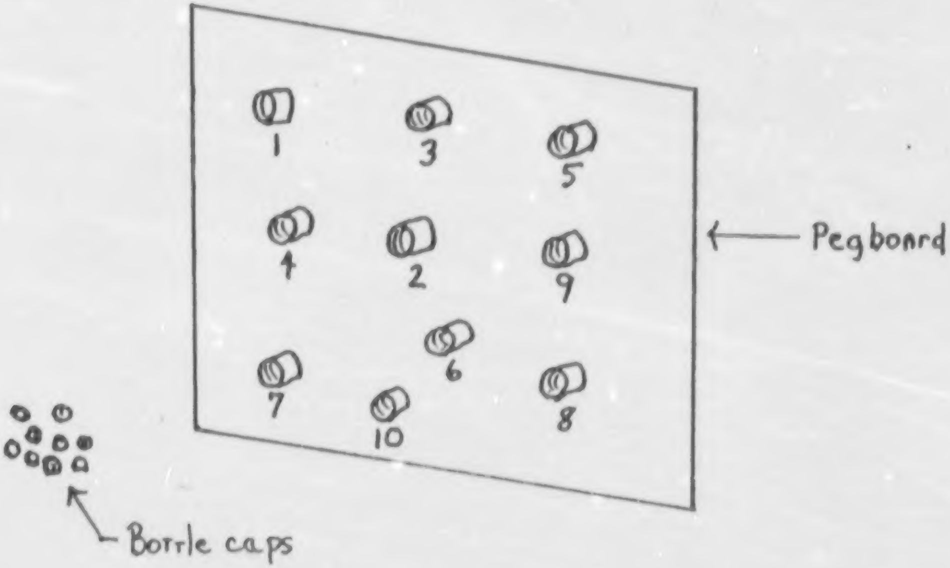
Fill each tire with dirt as it is placed. Paint with brightly colored paint.



TOSS BOARD

Materials:
- 5 Pringle (or similar) cans
- 10 soft drink (screw-on) tops
- 10 brass spreaders
- 1 peg board

Cut each can in half. Put a hole through the cans and attach them to the peg board in any design. Attach a number to each can. Put the same numbers inside the bottle caps. Use for eye/hand coordination.

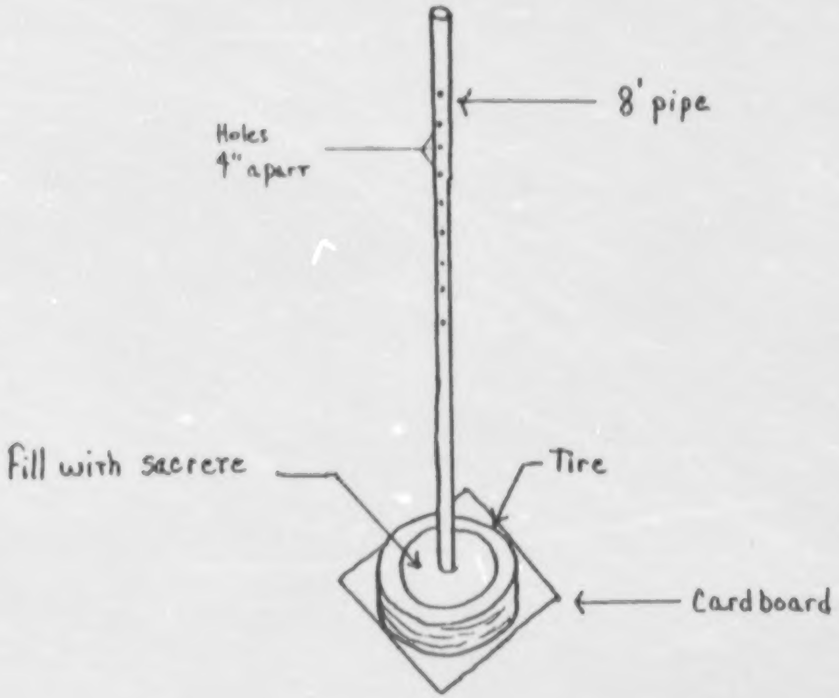

1
3
5
4
2
9
6
7
10
8
Pegboard
Bottle caps

UTILITY STANDARDS

(VOLLEYBALL, SOCCER OR FIELD GAME GOALS)

Materials: 2 - 8' pieces of 2" pipe
Bag of Sacrete
Old tires donated by tire companies or gas stations

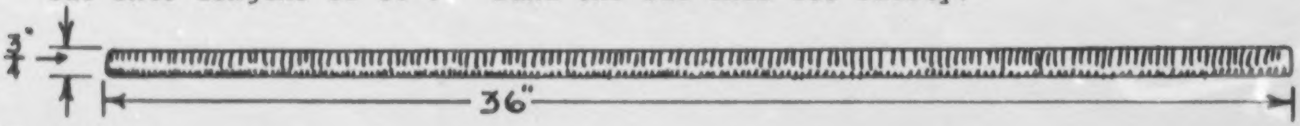
Place a piece of cardboard on the bottom of an old tire; fill it with Sacrete. While the Sacrete is still wet, insert a seven to eight-foot piece of two-inch pipe into the center of the tire. Brace the pipe so it will stand straight and let the Sacrete set for two days. Drill holes at 4" intervals from the top so that the net may be raised or lowered.



WANDS

Materials: 3/4" dowling or old broomsticks

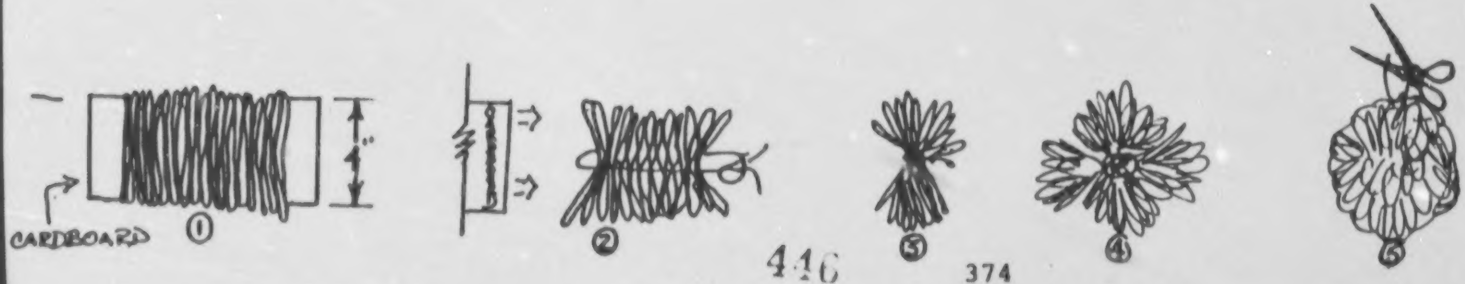
Cut into lengths of 36". Sand the cut ends for safety.



YARN BALLS

Materials: Skein of yarn
4" wide piece of cardboard

Wrap yarn around the width of the four-inch cardboard approximately 20 times. Slip yarn off cardboard; wrap the center of the yarn tightly with twine several times; tie securely. This forms a looped bundle. Continue making looped bundles until the entire skein of yarn is used. Take two looped bundles and tie them together by tightly wrapping the bundles in the center and tying securely. Repeat this last step until all the looped bundles are tied together in two. Take two doubled bundles and tie them together. Continue adding the double-looped bundles to those which have been previously tied together until all the bundles are securely tied together. With scissors cut all the looped ends so that the cut makes two equal lengths of yarn. Shape the yarn into a round ball by clipping the uneven ends.



Suggested 16 MM Films

The following films can be obtained through the Media Center (Film Library), 31 Warren Street, Phone: 633-6029

AQUATICS

Boating Safety and Rescues,
10 minutes, color

Drownproofing, 1969,
24 minutes, color

Find A Float,
color

I'm No Fool In Water, 1957,
8 minutes, color

Non-swimming Rescues,
7 minutes, color

Preventive Lifeguarding,
9 minutes, color

Survival Swimming,
7 minutes, color

Swimming Rescues,
8 minutes

BADMINTON

Badminton, 1968,
13 minutes, color

BASKETBALL

Basic Elementary Basketball Skills,
18 minutes, color

Playing Basketball, 1975,
13 minutes, color

Playing Better Basketball, 1967,
14 minutes, color

DANCE

Folk Dance Today, 1968,
16 minutes, color

Introduction to Dance, 1971,
15 minutes, color

DANCE (cont.)

Modern Dance Technique in Sequential Form, 1961, 12 minutes, color

Rhythmetion, 1973,
40 minutes

Square Dancing Fundamentals Part I, 1974, 18 minutes, color

Square Dancing Fundamentals Part II, 1974, 16 minutes, color

Youth Dancers,
15 minutes, B/W

FOOTBALL

Catching A Football,
15 minutes, B/W

Kicking Game - Football,
11 minutes, B/W

Playing Touch Football, 1975,
12 minutes, color

Throwing on the Run,
12 minutes, B/W

GOLF

How to Build A Golf Swing-Part I, 1975, 16 minutes, color

How to Build A Golf Swing-Part II, 1975, 16 minutes, color

Putting...Golf's End Game, 1975,
12 minutes, color

Short Approach Shots, The, 1975,
9 minutes, color

GYMNASTICS

Balance Beam for Girls

Beginning Tumbling, 10 minutes,
B/W

Gymnastic Fundamentals for Boys, 1967, 14 minutes, color

Gymnastic Fundamentals for Girls, 1967, 15 minutes, color

Gymnastics - Cathy Rigby Teaches,
26 minutes, color

Intermediate Tumbling, 1945,
10 minutes, B/W

GYMNASTICS

Parallel Bars: Beginners Exercises, 12 minutes, color

Tumbling and Floor Exercises, 1970, 12 minutes, color

MISCELLANEOUS

All the Self There Is, 1973, 13½ minutes, color

Anyone Can, 1969, 27 minutes, color

Every Child A Winner, 13½ minutes, color

Hey! What About Us?, 12 minutes, color

Innovation in Elementary Physical Education, 1969, 30 minutes, color

(Let's Play Series) Choosing Up, 6 minutes, color

(Let's Play Series) Guessing Game, 7 minutes, color

(Let's Play Series) Join Hands, Let Go, 8 minutes, color

MISCELLANEOUS (Cont.)

Movement, 15 minutes, color

Movement Exploration, 1967, 22 minutes, color

New Physical Education, The, 4 minutes, color

Physical Education-Basic Skills Unit A-Softball, Tumbling, Soccer, 1964, 8 minutes (silent)

Physical Education-Basic Skills Unit B-Football, Basketball, Apparatus, 1964, 8 minutes (silent)

Qualities of Movement, 1970, 17 minutes, color

Rookie of the Year, 47 minutes, color, (Entertainment)

So You Want To Be A Cheerleader, 23 minutes, color

Sports Action and Health, 23 minutes, color

Understanding Space and Directional Movement, 23 minutes, color

Why Physical Education, 1963, 14 minutes, B/W

5

PHYSICAL CONDITIONING

Everyone's A Winner-A Program for Physical Fitness, 1975, 15½ minutes, color

Everyone's A Winner-Balance Flexibility and Power, color

Everyone's A Winner: Muscular Strength and Endurance, 1975, 16 minutes, color

Exercise and Physical Fitness, 1973, 17 minutes, color

Run Dick, Run Jane, 1971, 20 minutes, color

Vigorous Activities in Physical Education, 1963, 15 minutes, color

Why Exercise, 1965, 14 minutes, color

SAFETY

Let's Play Safe, 1974, 10 minutes, color

Playground Safety: The Peeperkorns, 1975, 10 minutes, color

SOFTBALL

Playing Softball, 1975, 11 minutes, color

SOFTBALL (cont.)

Softball: Skills and Practice, 1967, 12½ minutes, color

Throwing in Baseball, 1947, 11 minutes, B/W

SOCCER

Attacking at Set Plays, 1973, 17 minutes, B/W

Attacking Your Opponent With or Without the Ball, 1973, 19 minutes, color

Creating Space, 18 minutes, B/W

Defending at Set Plays, 1973, 22 minutes, B/W

Do's and Don't's in Passing, 1973, 25 minutes, color

Goalkeeping, 24 minutes, color

Key Factors in Defensive Play, 1973, 16 minutes, B/W

Pressurizing Opponents, 1973, 22 minutes, B/W

Shooting, 1973, 18 minutes, color

Soccer Fundamentals for Everyone, 1976, 12 minutes, color

SOCCER (cont.)

Support in Attack, 1973,
17 minutes, color

Why Goals are Scored, 1973,
18 minutes, color

TENNIS

Serve, The, 1970, 15 minutes, color

TRACK AND FIELD

Hurdling, 10 minutes, B/W

VOLLEYBALL

Volleyball: Skills and Practice,
1967, 12 minutes, color

Suggested Super 8 Film Loops

Information regarding the securing of the following film loops may be obtained through the District Physical Education Office, 1325 San Marco Blvd., 6th floor, Phone: 633-6248, or 633-6249.

451

AQUATICS

Methods of Floating, 3 minutes

BADMINTON

Serve

Underhand Net Strokes

BASKETBALL

Ball Handling-Basic Techniques

Ball Handling-Passing

Basic Dribble-Control Dribble (Girls)

Chest Pass-Bounce Pass (Girls)

Crossover Change-Reverse Pivot Change

Dribbling-Basic

Jump Shot

Jump Shot, One Hand Set Shot, Turnaround Jump Shot (Girls)

BASKETBALL (cont.)

Lay-up Shot

Lay-up Shot (Girls)

Overarm Pass, Overhead Pass, Underhand Pass (Girls)

Rebounding

Shooting - Free Throws, Set and Jump Shots

Shooting - Lay-ups and Fade Aways

GOLF

Pitching and Chipping

Putting

The Full Swing

Stance and Address

GYMNASTICS

Balance Beam - Beginning

Balance Beam - Intermediate

GYMNASTICS (cont.)

Balance Beam - Advanced

Balance Beam - 1

Balance Beam - 2

Balance Beam - 3

Tumbling - 1

Tumbling - 2

Tumbling - 3

Tumbling - 4

TENNIS

Backhand Ground Strokes

Footwork

Forehand Ground Strokes

The Serve

TRACK AND FIELD

Long Jump

TRACK AND FIELD (cont.)

Relays

VOLLEYBALL

Overhand Sets

Serve

Suggested Film Strips

It is recommended that these film strips be purchased through the schools media center:

AQUATICS

Fun or Fearful

Think Safe - Act Safe

GLOSSARY

AGILITY: The ability to change direction or body position quickly and regain control to go to another movement.

ALLEMANDE LEFT: Giving left hands, opposites walk around each other and back to place.

ALLEMANDE RIGHT: Giving right hands, opposites walk around each other and back to place.

APPARATUS: Any large equipment.

BALANCE: Step, touch, step, touch. Step sideward on L* (R**) foot. Touch R toe to floor beside L heel but do not step on it. Repeat to R. Balance step may also be done forward and backward.

BATON: A small wand used in track and field relays.

BLEKING: Hop on one foot as the other heel is placed on the floor to the front. It is used in combination such as two slow steps then three fast R, L, RLR or three steps followed by two hard claps R, L, R, clap, clap.

BODY AWARENESS: The recognition of the way in which the body or parts of it can be used, moved, and controlled.

BUMP: In volleyball, a forearm pass to another player.

CAGE BALL: A large ball 3'-6' in diameter.

CIRCLE: Join hands and move left or right.

COMBATIVES: Very competitive activities for trying strength and wits against fellow students.

CONGA LINE: One person behind the other in a single file line. Each person places his/her hands on the waist of the person in front of him/her.

COURTESY TURN: Girl and boy join hands; the girl places her right hand on her hip and the boy reaches around behind the girl and takes her right hand in his right hand; the boy moves backward as he guides the girl forward; they are standing side-by-side as they turn.

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* - Left ** - Right

DIG: In volleyball, passing a spiked ball.

DIRECTIONALITY: An awareness of right, left, up, down, front, and back in space.

DORSAL: On or concerning the back.

DO-SI-DO: Face partner with arms folded at shoulder level "Indian style." Walk eight steps around partner and back to place, passing right shoulders; face the same direction throughout.

DRIBBLE: A method of moving a ball. Soccer: Using the feet and short controlled kicks. Basketball: Using the hands for controlled bounces.

ELBOW SWING: Hook R** elbows with partner and circle clockwise four (one time around) or eight (two times around) steps. L* Elbow Swing: Circle counter-clockwise, free hand on hip or holding skirt.

ENDURANCE: The ability to persist in physical performances.

FIELD DAY: Culmination of physical education skills taught during the school year usually presented as a total school event in the spring. Skills, not competition, are stressed.

FLEXIBILITY: The ability of a joint to move throughout its possible range of movement.

FLOOR GAMES: Games that use a diagram on the floor or ground.

FORWARD AND BACK: Walk three steps; girls curtsy, boys bow; move back three steps.

GALLOP: A movement similar to the slide but done in a forward direction; one foot leads and the other is then brought up to it. There is a period when both feet are off the ground.

GRAND RIGHT AND LEFT: Face partner; grasping right hands, move past each other by right sides; grasping left hand of next person, move past him by left side; continue right and left until original partners once again face each other.

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* - Left   ** - Right

GRAPEVINE: Step sideward on L* foot (R); cross R** foot behind L and step on it; step sideward again on L; brush R (or touch R toe to floor beside L heel) Repeat to R.

HEADING (SOCCER): Blocking an airborne ball using the forehead.

HEEL TOE: Standing on L foot (R), place R heel on floor diagonally forward; touch R toe to floor beside L heel but do not step on it (or touch R toe to floor on outside of L toe).

HONOR YOUR CORNER: Turn back to partner; boys bow to person opposite, girls curtsy to person opposite.

HONOR YOUR PARTNER: Boys bow, girls curtsy.

HOP: A movement in which the body weight is pushed off the ground by one foot and then absorbed on landing on the same foot; from one foot to the same foot.

HORIZONTAL BAR: A single bar suspended horizontally between two vertical supports. These bars come in varying heights.

HORIZONTAL LADDER: A ladder suspended horizontally between four vertical supports, each vertical support attached to one outside bar of the ladder.

HURDLE: In track and field activities, an obstacle.

HURDLING: To leap over an obstacle while running.

ISOMETRIC EXERCISE: A contraction held against an immovable base. There is no movement.

JUMP: A movement in which the body is propelled into the air from both feet and the weight is absorbed on both feet when landing.

* - Left ** - Right

LADIES CHAIN: Ladies from opposite sides meet in middle, clasp right hands, pass on right sides and give left hands to opposite men; men put right arm around ladies waists; turn ladies around counterclockwise to face other side; ladies return to original partners in same manner.

LATERAL: On, to, or concerning the side.

LATERALITY: An awareness of right and left within the body and the ability to control the two sides of the body simultaneously or separately.

LEAP: The elevation, or suspension of a running step which is held in the air for a longer period of time with a transfer of weight from one leg to another.

LOCOMOTOR MOVEMENTS: Actions by which the body can be moved from one point to another.

MIRRORING: Performing movements with a partner or leader as though looking in a mirror.

PASSING: Moving a ball from one player to another. Volleyball: Hitting with the hands. Soccer: Using short kicks of the feet. Basketball: Using one or two hands to throw.

POLKA: (Hop) step together step (hop). Gallop eight times on one foot without stopping. Then gallop four times on one foot and four on the other. Repeat galloping two times on each foot, and that is the Polka. With a partner facing in, then out around the circle, the gallop is to the side rather than forward. Have students form a circle and gallop eight times counterclockwise facing center, then eight times with backs to center. Repeat doing four times facing in and out, then two times, then get a partner with a partner. The polka is two sideward gallops with a half turn (turn L* on L foot and R** on R foot). Line of direction is maintained.

POSTURE: The habitual or assumed alignment and balance of the body segments while standing, walking, sitting or lying.

PROMENADE: Face partner and join R hands in hand-shake grip; join L hands under R. Retaining hand positions, girl steps back beside boy. She is on his R side and both are facing counterclockwise.

* - Left ** = Right

RHYTHMIC PATTERN: The melody pattern or grouping of beats.

RIGHT AND LEFT THROUGH: Opposite couples move forward, extending right hands to person directly across from them; they pass right shoulders with their opposite; continue forward and then finish with a courtesy turn.

ROTATION: In volleyball, changing one position in order to serve.

RUN: A series of springing steps so that there is an instant between each step when neither foot is in contact with the ground.

SCHOTTISCHE: One, two, three, hop. Three fast walking steps and a hop: step L*, step R**, step L, hop L. Repeat R.

SEQUENCING: Maintaining the proper, original pattern.

SERVE: Method for putting a ball into play. Volleyball: Using one hand. Tennis: Using a racquet. Badminton: Using a racquet. Table Tennis: Using a paddle.

SET UP: In volleyball, passing to a front line player so s/he may spike the ball.

SIDE-OUT: In volleyball, when the serving team fails to score a point.

SKIP: Series of "step-hops" done with alternating feet.

SLIDE: Movement generally done to the side in which the leading foot steps out to the side and the other foot follows it; a step-close pattern of uneven rhythm, with the initial step longer than the closing step.

SOCIAL DANCE POSITION: Closed: Face partner. Boy holds left hand at shoulder height with arm bent and palm turned up; girl places right hand, palm down, in his. The left hand of the girl is on the boy's shoulder. The boy's right hand is at the girl's waist. Open: From social dance position, boy turns left, girl turns right so both are facing the same direction. Keep hand positions.

SPATIAL AWARENESS: The relationship between the body and the body parts with objects in space.

* - Left ** - Right

SPEED: The rapidity with which movements of the same pattern can be repeated.

SPIKE: In volleyball, a ball hit forcibly down with one hand.

SPOTTER: An assistant used for safety in gymnastic activities.

SQUARE: Make a small circle of eight people or four couples. Girls are on the boy's right side. Each couple in the circle forms one side of the square. The first couple has its back to the music or to the caller. Proceeding counterclockwise are couples two, three and four. First and third couples are called "head couples" and second and fourth couples are called "side couples."

STAR: Four dancers go to center of set, extend right hands into the center and walk around the circle in counterclockwise direction (usually the direction is reversed with left hands extended); dancers may grasp the wrist of the person in front of them with the hands forming a hub or dancers may simply hold hands with the person across from them.

STRENGTH: The amount of force that can be exerted by a particular muscle.

TRAP (Soccer): Procedure for stopping the ball with the sole of foot, knee or lower leg.

TWO STEP: Step together step and step forward on L* foot; follow with R** foot (together); step forward again on L; pause on fourth beat and bring R foot forward slowly to begin next two steps.

VOLLEY: Hitting the ball upward with an open hand, utilizing fingertips.

WALK: Continuous transfer of weight from one foot to the other; a series of steps in which at least one foot is always in contact with the ground.

* - Left ** - Right

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